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*Journal
of the
Child Welfare League
of America
Inc.*

child welfare

December 1957

Foster Home Care Following
Residential Treatment

The Child Who Does Not Adjust
in Public Schools

Bringing Cohesion
To a Cottage Group

Administration of
Unmarried Mother Services

Some Interesting Figures
on Adoption

CHILD WELFARE

JOURNAL OF THE
CHILD WELFARE LEAGUE OF AMERICA, Inc.

HENRIETTA L. GORDON, Editor

CHILD WELFARE is a forum for discussion in print of child welfare problems and the programs and skills needed to solve them. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

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Editorial and general office: 345 E. 46th Street, N.Y. 17, N.Y.
Published monthly except August and September by the
Child Welfare League of America, Inc.
Annual Subscription, \$4.00
3-Year Subscription, \$10.00
Individual Copies, 45 cents
Student Rates—Annual Subscription, \$2.75
2-Year Student Subscription, \$5.00

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Library of Congress Catalog Card Number: 52-4649

VOL. XXXVI

No. 10

CHILD WELFARE LEAGUE OF AMERICA

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FOSTER HOME CARE FOLLOWING RESIDENTIAL TREATMENT*

CEMENTING THE GAINS OF RESIDENTIAL TREATMENT THROUGH FOSTER CARE— A DESCRIPTION OF A BEGINNING PROGRAM

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SINCE THERAPY and re-education are slow processes, day-to-day life in a residential treatment center often seems to proceed slowly. However, when we review the development of our foster home program we have been impressed with the rapidity of its conception, the rate of its evolution, and the extent of its growth. No sooner had we admitted our first three children on January 5, 1953 and expanded our population to twenty-five within the next six months, than we were forced to accept the fact that we were in the foster home business whether we had planned to be or not. We certainly were fully occupied in preventing chaos as we attempted to evolve a permissive therapeutic program taking into account the realities presented by acting-out youngsters.

While we were still in this process of defining and refining our program our youngsters were improving and discharge plans could not be postponed. We realized that a number of the boys would not be able to return to their own homes as they existed. A brief review of the early evaluation of the natural families indicated:

- 1) Some families had been helped sufficiently by the referring agency during the child's stay at Astor to warrant the child's discharge to his parents even though weaknesses in the family continued to exist.
- 2) In other instances discharge plans were impossible because the referring agencies had not been able to carry on their original responsibility toward the families, due to agency pressures, resistance of the families, and a host of other reasons.

* Given at Third Annual Conference on the Psychiatric Treatment of Children under the auspices of the Astor Home for Children and Catholic Charities of the Diocese of New York, October 1, 1957.

3) In still other families, the parents' personality problems were of such a pathological nature that returning the child to the home had to be ruled out.

4) The last group included children whose parents were deceased, currently imprisoned or hospitalized in a mental institution, or whose whereabouts were unknown.

This evaluation presented two important implications. First, it seemed essential that we add a family caseworker to our staff to work with those families who were not being serviced by existing agencies.

Children Who Cannot Return Home

The second aspect had broader implications and involved children who could not be returned to their own homes as well as those for whom an interim placement before returning home was indicated. Immediately many questions came to mind. Should they go to foster homes, or to another child-caring institution? What institutions and what agencies would offer those after-care services? We expected residual symptoms when a child is discharged—would these be too much for the existing agencies to handle in the more typical placements? What of those children needing continued contact with us after discharge? What effect would our distance from the city have on planning and coordinating activities with other agencies? Questions and potentials multiplied quickly as the problem was considered in more detail.

Not wishing to duplicate existing services we considered utilizing existing agencies. However, we soon saw the impossibility of communicating to another agency the clinical and practical knowledge we had gained

through our long contact with a child. The time lag inherent in referral would present a definite obstacle to progress. Likewise, we anticipated that these children would need more extensive service than would be possible in the typical overburdened and understaffed foster home agency. There also was the factor of the child's identification with Astor Home, a relationship which could be constructively used in follow-up.

The realities of the situation resulted in our developing our own foster home program. We considered using a specialized foster home of a temporary nature as a stepping stone toward eventual return to their own home, or referral for long-term placement to existing foster home agencies. Several factors argued against such a plan. Temporary placement would leave a child in a state of suspension, making it impossible for him to establish permanent roots. The constant fear of impending separation would intensify his insecurity and could even result in a return of symptoms.

Having ruled out the use of existing agencies and temporary foster homes, we proceeded to develop our own long-term specialized foster home program.

We expected that such a program would offer a continuity of treatment with the result that we could be of greater help to the individual child than could be expected through referral to an agency whose exclusive function is foster home care. There would be the added aspect of the research potentials of intensive work with a relatively limited number of such placements. With a foster home program as a branch of the institution there is the opportunity for much more flexibility than exists with other arrangements. The long and successful experience of other institutional programs which combine institutional and foster family care provided us with encouragement and reinforced our convictions.

Children's Need for After-Care

To understand fully the way in which the above mentioned services are utilized it is necessary first to understand the children

whom we are moving into foster homes. Residential treatment centers are not a cure-all, nor do such centers carry any particular magic formula that completely makes over children evidencing a schizophrenic process, psychoneurosis, or aggressive acting out behavior. However, those centers are able to help the youngster to a point where he can return to the community and make an adequate adjustment. At times the child will need a minimum, but more typically a maximum, of after-care services. He carries with him residual problems that will at times interfere with his interpersonal relationships.

As the child prepares to leave the center he may become rather fearful, cautious, and inhibited. Except for his experiences in the center his relationships with adults have been predominantly negative. During treatment he learns to look upon staff members as different from other adults. A child can only learn from further experience that other adults are also different from those he knew before his admission. Only after he has gone through an extended period of pre-placement visiting in the prospective foster home does he gain enough security to reveal his real feelings and to test the limits of the new situation. This testing may appear in a subtle form or may be manifested by a full-blown temper tantrum reminiscent of his earlier days in treatment. We expect periods of regression while a child is in the foster home, despite the new control that he has gained over his impulses. However, the significance of such an isolated outburst could become grossly magnified and perpetuated by well meaning but uninformed or misguided foster parents.

The child moving into a foster home may be in the final stages of therapy. Although he would be able to get along in a home he may still need continued treatment with his original therapist to resolve remaining conflicts and to cope with new anxieties stimulated by his venture into family living.

The child's academic level may continue to lag. He often needs a specialized educational program which may or may not be available in the community. Occasionally,

the child will return to Astor Home for school while living in his foster home. On other occasions, close contact between staff and school can lead to a highly individualized school program within the community. I might add here that we have observed that our youngsters may show little or no movement in school for a year or more and then suddenly move ahead at an incredible rate.

Another child may not yet be ready to withstand the existing weaknesses within his own family or community but could still make a satisfactory adjustment outside of the treatment center. This is the child for whom interim placement may be necessary, but in terms of several years rather than months.

Protection against Replacement

The all important consideration common to every foster child is his need to be protected against replacement. With a child who has experienced repeated failure it is essential that all possible precautions be taken to avoid continuation of the traumatic pattern.

These problems represent but a few which must be faced and resolved if placement is to succeed.

The child's early history with adults will cause him some difficulty in relating to his foster parents. Periodic regressions are expected. Further therapy may be indicated. An extreme academic lag may require further specialized schooling. The child looking forward to eventual return to his own home presents special problems if interim placement is necessary. The failures and rejection resulting from foster home placement breakdown must be avoided at almost any cost.

Staff Roles in Placement

In placing and maintaining thirteen boys in foster homes we have of necessity utilized the contributions of all professional workers. The following staff members are involved directly with the child, the foster parents or the natural family:

Foster home worker, psychiatrist, psychologist, family caseworker, therapists of varying disciplines, and, last but not least, the administrator.

The Administrator's role has been a varied one. When crises develop suddenly and cannot await the usual Monday through Friday, 9 to 5 working hours, the administrator,¹ has the foster parents and child on the doorstep. On the basis of her complete knowledge of the child while in residence and her awareness of his progress while in placement, she handles the emergency situation, utilizing all of her casework skills.

The roles of some of the staff are rather evident, for instance, the therapist, who continues his contact with the child, and the family caseworker, who maintains contact with the natural family.

The psychiatrist and the psychologist play rather unique roles in our program. The psychiatrist sees both of the prospective foster parents prior to their final acceptance. In addition to being available to the foster home worker for informal discussions or more detailed conferences, he will upon occasion also see the foster parents while the child is in the home.

The psychologist plays an active role during the course of the home study. The sentence-completion test, a projective technique which is being developed, is administered by the psychologist to one parent and by the foster home worker to the other. On occasion we use other psychological tests, for example, a Rorschach with an applicant evidencing subtle signs of an involutional depression. The psychologist will also administer projective, psychometric, and vocational testing for treatment, planning or research purposes after the child has been placed in the foster home. In one situation he worked with a foster father experiencing an acute anxiety.

In addition to those staff members who have direct contact with the placement situation, the psychiatric nurse as group mother, the social group worker and the school teacher are available to the foster home worker for consultation. These are the staff members who have spent many hours living with the child during his residence.

¹ Sister Serena is the Administrator in this agency.

Their knowledge of the frustrations, irritations, likes and dislikes of the child are invaluable to the foster home worker.

Despite weekly contacts between the foster home worker and foster parents and the services of the other staff members, difficulties and crises develop which necessitate all out effort of many staff members. Without intensive continuing contacts between foster home worker and foster parents many situations would have become so mag-

nified as to reach an irreversible point with replacement being the only possible solution.

Summary

Such diversified services make it possible for us to place children earlier in the treatment process. It also seems likely that these services will make it possible for us to place more disturbed children in foster homes than would otherwise be feasible. Continual evaluation of our results will be the only test of the validity of these impressions.

METHODS OF RECRUITING FOSTER HOMES AND WAYS TO ENABLE FOSTER PARENTS TO HELP THE CHILDREN

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RESIDENTIAL treatment centers for emotionally disturbed children often isolate themselves from the community in which they are located, much to their own disadvantage. However, when such centers embark on a foster home program, community support becomes an absolute necessity. The center's staff and particularly the foster home worker must know the surrounding communities thoroughly to gauge their attitude toward local placement of the disturbed but treatable child.

This knowledge is a prerequisite to recruitment. Recruitment will eventually, to some degree, take care of itself if the foster home worker is aware of the community feeling and makes initial efforts to give the community knowledge and reassurance regarding the center and its foster home program. This can be accomplished best by personal contacts with key persons such as pastors, school personnel, and others who play a vital role in the community. Discussions with community groups are an all important initial mode of communication. As many people as possible should be made aware that these children can work out successfully in foster homes. When the com-

munity has a favorable understanding of the center based upon such first hand knowledge, the families interested in foster care will come forward or will be pointed out to the foster home worker.

Social work concerns itself with the entire person in the context of his social and psychological environment. Recruiting foster parents requires understanding of the social needs of the individual. For proper screening, appropriate foster parent-child matching, adequate placement preparation, and intensive follow-up casework, our knowledge of foster parents must be as complete as possible.

Although successfully treated children have achieved a sense of confidence and security, placement in the less protective environment of a foster home provides a critical test of these new and fragile feelings. Replacement is often seen as a necessary evil caused primarily by lack of knowledge of the foster parents. Such separation is damaging to any child. However, to our children it can assume devastating proportions because of their life histories of similar failures and rejections. Past methods of selection and follow-up have failed to insure against fre-

quent separation and replacement. Evaluation of past methods and development of new methods are essential to progress.

Matching Foster Parents and Child

The importance of mutually satisfying foster parent-child matchings is often discussed. However, foster parents do not come tailor-made, and ideal matching is quite improbable. Nonetheless, as the emotionally disturbed child is an extremely fragile being, all possible steps should be made to find the best parent. But one must realize that the needs neither of the child nor of the foster parent will be perfectly met through placement. The greater the foster home worker's awareness of these unmet needs, the greater is the possibility of his being able to provide substitute satisfactions and thus insure the success of a parent-child matching.

To obtain sufficient knowledge of prospective foster parents, we must make an intensive home study requiring from seven to twelve, or even more, interviews. This study examines the couple's strengths and weaknesses, met and unmet needs, especially as they express themselves in the desire for a foster child. To assist us in our intensive study of foster parent needs, we have devised a projective sentence-completion test that has allowed us access to more basic material than ordinarily available in assessment interviews. We feel that it has contributed heavily to our total knowledge of the attitudes, values and motivation of prospective foster parents and has assisted us in screening, matching, and identifying problems needing casework.

Greater knowledge of the foster parents does help in foster parent-child matching, but more important still, it provides a framework within which the foster home worker can use his casework skills best. The following short summary of a home study well illustrates areas to be worked with after placement.

Mr. Leeds was twenty-eight, his wife twenty-five. They were immature in many ways, particularly in their fear of the permanence of adoption. Mr. Leeds was passive, Mrs. Leeds seemed flighty. However, upon

more intensive investigation one saw an intense desire, particularly on the part of Mrs. Leeds, to have a child. She seemed to feel her life was not complete without the opportunity of giving of herself as a parent. The depth and strength of this drive could be seen in the fact that she was seeking a foster child from us even though she had already been rejected by two foster care agencies. Our foster parent sentence-completion attitude testing well revealed both the need and capacity of Mrs. Leeds to give of herself, a need unsatisfied in her childless marriage to a relatively unresponsive husband. A child in need of her care could give this woman an opportunity for growth she could never otherwise experience. However, because of her strong dependency needs, she would also need much support from the foster home worker. Mr. Leeds' stolidness would act as a stabilizer for his wife. He also showed capacity to receive vicarious satisfaction from the satisfaction of his wife's needs. However, we could see the need for Mr. Leeds to assume a stronger role, more of his own identity as a father figure, to the desired foster son.

Casework with Foster Parents

In our setting, the foster home worker assists the child by concentrating upon the foster parents. Our goal is to do all possible to make the foster parent-child relationship truly a parent-child relationship. We consider it damaging to come between this therapeutic parent-child relationship in any way.

Caring for a difficult foster child drains the very life energy from foster parents. Understanding, support, and reassurance can sustain them to continue to play their parental and therapeutic role. We consider weekly contacts essential. This support must be focused on the specific needs of the foster parents.

The relationship of the foster home worker to the foster child is relatively casual. The child is helped to realize that the foster home worker comes primarily to see his foster parents, who now have the real responsibility for him. He also knows that if he should need outside assistance, he has access to his former therapist at the center. This approach by the foster home worker might well engender some suspicion in the child, but it is better to risk this possibility than to come between the parent-child relationship. More secure foster parents result in more secure foster children. At times the foster parents bring a

child back to Astor for a social visit, often to receive recognition and praise for their success as parents. At times of special crisis, that cannot await the foster home worker's weekly visit, the foster parents feel free to appeal directly for assistance from the worker or other appropriate staff member of the center.

Fourteen-year-old Tom, the boy placed with the family above described, was taken on a trip to a religious shrine following a visit with his own anti-religious parents. Upon entering the shrine Tom went into a rage when asked by his foster parents to take off his hat. When this rage was sustained throughout the holiday despite all efforts to appease him, his foster parents brought Tom to the Astor Home where the administrator, who knew Tom very well, was able to calm him and to restore the foster parents' faith in themselves and in Tom.

Emergency sessions such as these play a vital role, but they must be followed up in the foster home worker's visit with interpretations of the child's behavior and a discussion of the parents' role in stimulating and coping with the stressful situation. The foster parents also need help in seeing the place of such an incident in the over-all context of their relationship with the boy.

Role of Total Staff

Our foster home program is a truly interdisciplinary responsibility. The entire professional staff—whether social worker, psychiatrist, psychologist, teacher, psychiatric nurse—participates, but the social worker has the primary responsibility. The foster parent has been made thoroughly aware of the total staff and the role each plays.

Although the foster home worker concentrates upon the foster parents, it is the child's adjustment with which we are primarily concerned. The foster parents are the therapeutic agents through which the child improves. Here, as in every therapy situation, care has to be taken that the needs of the therapists do not interfere with the progress of the patient.

Billy was an empty, somewhat limited youngster who needed definite structuring. The Mays, an older couple, were chosen for Billy because of their ability and need to give structure. However, Mrs. May also needed such

conformity in a child that it was difficult for her to overlook the boy's senseless wandering from one thing to another and his inability to concentrate on any task. Helping Mrs. May to recognize her anxiety and the resulting anxiety of the youngster was the starting point. She was given the opportunity to discuss her irritation with the youngster and again to rationalize her need for a minutely structured life in terms of an overly demanding early home life. It was pointed out that they were not necessarily responsible for all aspects of the child's behavior and that although progress had been minimal, the boy had made some growth. Mr. May was helpful, in that he felt the boy needed strict rules regarding time for homework, dinner time, and bed time, but that such restrictions were not so necessary in many other activities. Mrs. May's anxiety decreased through the cooperative efforts of her husband and the social worker. The foster home worker's support and reassurance about the positive aspects of her relationship with the boy, as well as her giving the foster mother an opportunity to bring out her feelings, cleared the air. Her relationship with Billy gradually became more stable and he has been able to respond to the revised routines with a renewed sense of security.

Often the foster parents are capable and intuitive in handling the foster child, but the emotional energy they expend in handling these problems needs replenishing. Recognition of this allows the foster home worker to give the necessary support.

When the foster home worker, upon returning from his vacation, visited Mrs. Bates, she laughingly complained that he had promised to see her every week. She spoke of missing her weekly sessions. She was sure that she does the right thing with the boy, but, nonetheless, talking things over with the foster home worker gave her a more confident feeling. She added, "It is nice to know someone thinks you are doing a good job." The foster home worker pointed out that many people liked to feel they can depend on someone even though they do not need to.

Summary

The vital necessity of specific knowledge of all aspects of foster home placement has been highlighted. The foster home worker has obtained this knowledge with the assistance of an interdisciplinary professional group, with each vocation contributing its skills, methods, and fund of knowledge; with each worker contributing another pair of eyes for observation and another mind for judgment and decision. Though our boys have experienced the benefits of residential treatment they remain disturbed youngsters

even at the time of foster home placement. Thus, finding the right foster parents for them as well as intense casework both preceding and during placement are essential. This is the only way to give both foster parent and child an opportunity for growth. We focus casework on the foster parent rather than on the child. This is essential to the formation of a truly significant parent-child bond so necessary if the child is to receive the full therapeutic effect of placement. The weekly visits of the foster family worker and the foster parents are also essential to the cultivation of this parent-child bond.

One might consider many aspects of our program as ideal, especially our opportunity for extensive and intensive study and follow-up procedures. Only time and research will indicate whether such a program warrants the necessary investment. We strongly believe that there are few short cuts to adequate foster home treatment of emotionally disturbed children and that adequate investment of funds and professional services provides good return in human as well as economic values. Our results thus far tend to support our belief.

Foster Care Project

In November the Child Welfare League launched a nationwide study, made possible through a grant from the Field Foundation, to examine conditions affecting children in foster care. The project is directed by Dr. Henry S. Maas, Professor of the School of Social Welfare of the University of California at Berkeley. Miss Zelma Felton of the League's New York staff is Associate Director; and there is a staff of social workers and sociologists.

Because it is impossible to take a nationwide sample of children in foster care, nine communities, ranging in population from 5,000 to a million, have been chosen in relation to their degree of urbanization and other objective factors such as geographical

location, employment status, family status, ethnic characteristics, and economic status of the population. It is believed that size of the community as well as many other conditions within the communities and their agencies influence what happens to children in foster care. This study will attempt to determine whether these conditions contribute to or interfere with planning for children.

Foster care is often now looked upon as a temporary plan for a child—part of a total treatment plan rather than an end in itself. Therefore it is essential to identify those conditions in a community which affect: 1) whether there is a long-time plan for each child in foster care; 2) whether the plan (in relation to the child's needs) is achieved; and 3) if not, why it is not achieved. The study is designed to determine the deterrents to planning for children in foster care.

Each community will be studied by a research team of one sociologist and one child welfare worker, who will be looking for relevant characteristics of the children, their families, foster families, and the community. The characteristics of these children will be compared with those of children who have been placed for adoption or returned to their parents or relatives by the agencies involved. The findings will be related to the characteristics of the community and the agencies in which care is provided.

Because the League is interested not only in determining the conditions in foster care which lead to or deter movement of children, but also in promoting action which will eliminate the deterrents, an advisory committee composed of lay and professional people will be established in each community, in cooperation with the central planning body or community council if one is available, to work with the research staff and participating agencies. It is hoped that these committees, like the California Citizens Committee on Adoption, can serve as action groups to help overcome obstacles to the sound care of children.

It is planned that the gathering of data will be completed by July 1958, and that the final report will be available early in 1959.

THE CHILD WHO DOES NOT ADJUST IN PUBLIC SCHOOLS*

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Recently, at a teachers' workshop, a young teacher described a child in her second grade. Judy, almost eight years of age, was attractive, but had some visual handicap. More serious, from the teacher's viewpoint, was the fact that she couldn't read. The teacher terminated her recital with, "She just doesn't fit in the public schools. We can't meet her needs."

I fear such a concluding statement is being used as an evasion of the responsibility for a child who doesn't fit specifically to a preconceived pattern. A society which maintains that each child not only has the right to education, but that he must exercise that right, must begin to explore the kind of education it has to offer.

In the course of the history of public schools of America, the concept of these schools has changed. Originally they were designed to train a comparatively small number of children who wished to enter a few professions, primarily the ministry, law, and medicine, although even these professions might be entered through apprenticeship training. This meant that the routine academic subjects which had been part of the British and, even more, the Germanic educational systems were transported to the United States and imposed upon the children of our first public schools. Since that time some changes have been made. Health education was introduced when the nation became aware of the need for controlling public health. Some effort has been made to meet an ever-increasing demand for vocational training. More recently art skills, social problems, and family living have been made part of the curriculum. Essentially, however, much of the early public school remains.

We still expect all children to read in the first grade. We still expect children to compete one against another even though native

Public schools should be designed to meet the needs of children, rather than making the child fit the curriculum, the author believes. She suggests ways to put this conviction into practice.

interest and aptitudes vary. We cling to outmoded patterns of grading even though much has been learned about child growth and development which indicates the harm they do to many children. Somehow we cannot divorce ourselves from the past even though the composition of the school population has changed drastically.

Children Whose Needs Are Not Met

With compulsory school laws and the need for training in an ever increasing number of trades and professions, our schools now serve a total population and not a select few. School groups initially were homogeneous, not only in concern but in aptitude. Today they are grossly heterogeneous. Who then is the child whose needs are not met by the public school?

Is it the intellectually retarded or the gifted child who does not fit? All children are gifted in some respects. How does one select? Where does one draw the line? Does the retarded mean the trainable? The uneducable? The spastic? The epileptic? All of these may function in a retarded way under the compulsion of current school patterns. Who then is the retarded?

Is the child in the sixth grade who has far outgrown the sixth grade seats physically unfit for our system, or is only the child who sits in a wheelchair?

Where do we draw the fine line of demarcation between the emotionally fit and unfit? Is the child who has lost all interest in learning placed with the child who has developed antisocial habits? What about the child who gets gold stars for achievement and behavior, but is traveling all too rapidly along the path of withdrawal?

There is quite an array of them—those who don't fit our traditional school design. Is it not time for us to consider, if we believe

* Given at Institutes and Workshops for Personnel of Methodist Children's Agencies, Lake Junaluska, North Carolina, July 29 to August 2, 1957.

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all children need education, how we can help the school fit the needs of children rather than try to fit children into the rigid, preconceived design of the school?

If we are to be concerned with the needs of children, we must ask, "What are their needs?" Are we talking solely about the skills of reading and mathematics, or about basic internal needs, such as a sense of worth? It will be of little value to continue to train the minds of men unless we concern ourselves with men as human beings. We have far too much evidence in the generation of today of the futility of neglecting human needs.

Basically a child needs an opportunity to develop a sense of personal worth if he is to function creatively and happily in adulthood. Obviously the origins for this sense of worth lie within the family. He is what his family is and what their nurture makes him feel about himself. It is all tied in with early feeding, handling, and training. Yet thousands of children do not find in their homes the roots of self worth. For these the school surely has some responsibility, at least that of not destroying the early beginnings.

Building a Sense of Personal Worth

How can the school either destroy or build a sense of personal worth? Foremost, the personal relationship with the teacher can foster or deter a child's feelings of worth. A teacher who does not truly respect all kinds of children can do much to tear down tenuous beginnings since for one who has not had strong, positive relationships with parents, the teacher is second in command, as it were. Many Puerto Rican children in New York, for instance, are made to feel no good by their non-acceptance by persons whom they need to have accept them. Lacking a sense of worth, some literally destroy themselves by withdrawal and others, through angry, destructive, delinquent behavior, try to destroy the world that is denying them their right to feel worthy.

A democracy needs people who respect themselves, for only then can they respect others. People who are self-accepting, who believe in their own value and dignity, can

allow others the same privilege. In an article, "Subjects or Students," Dr. Robert E. Bills states:

"Children who are self-respecting . . . have been shown to have higher group status than people who are less self-accepting; they are more responsible, more efficient intellectually, more self-assertive, more social, less anxious, better adjusted, more proficient in English mechanics, achieve better in school, and are better prepared for college. Research has also shown that these higher self-accepting people are less often depressed than people with less self-acceptance. They suffer less from psychosomatic complaints. . . ."

All this, yet daily in our schools children are made to feel unacceptable by mere virtue of their being what they are. Many times it is done directly. More often it is done inadvertently, simply because the child does not fit.

The teacher has many ways of helping unaccepted children become more acceptable in the classroom, by developing the assets each has and permitting each to develop skills. But again this responsibility goes deeper. The school is now literally destroying self-confidence by pitting one child against another in a "grading race" in which one child by his very nature is bound to lose and another win. Even a child of average verbal ability competing against a verbally precocious child has no chance of ever winning. We are in a sense saying to the child, "Because you do not follow a certain pattern of design, you cannot be as good as someone else." Evidence indicates that whereas in most adults failure in small enough doses acts as a spur to better achievement, in children nothing is so great a spur as success. Yet large portions of our childhood population are exposed to basic, essential failure six hours a day, five days a week, from the age of five to eighteen. It all goes back to our adherence to an outmoded concept of educational pattern which was designed when most children who entered school were undoubtedly verbally disposed. Each had some opportunity to succeed because competition was more equitable. Today this is not true. Many children, during their school careers, face little opportunity for anything but failure. This in turn breeds failure, so

by the time they attain a chronological fourth grade placement they are completely imbued with a feeling of self-worthlessness. Psychologically one cannot live with this feeling. The child must do something about it. When he does, schools too often say "he does not fit," or "his needs cannot be met." Certainly we can devise a system of education which is based upon children in an infinite variety of children so that each child can feel satisfaction with himself. He will be able to meet his limits only when he has experienced such satisfaction and success.

To succeed one must also be able to direct one's energies into constructive channels. The schools need to assist children in utilizing their native abilities to best advantage. At present many children with considerable ability are not challenged because they are held to a schedule planned of necessity for the general, middle group. It is almost like asking a child with athletic ability to sit on the sidelines and watch others practice until they equal his skill. There seems to be a premium on mediocrity. A child may well lessen his efforts so he can enter the fun of belonging to the group. Or he may, again, indulge in behavior which makes him "not fit the group." Instead, he should be measuring his success by his own improvement, directing his efforts toward such improvement rather than toward just "beating the rest." He should find satisfaction in improvement just as children in the classroom should find satisfaction in the quest of knowledge—in learning and thinking. Schools can provide this opportunity for all children; but because it's an arduous task, we simply say, "he doesn't fit."

Let us suppose, however, that schools are truly democratic in their design, that children do develop a sense of personal worth, and that each can attain maximum growth. There will still be some children who have difficulties which the classroom teacher alone cannot solve.

The Child Whose Home Life is Faulty

Perhaps one of the most difficult problems faced by a teacher is the child whose home

nurture is faulty. Since our feelings of self and our attitudes toward others are abstracted from our total experience, the school is limited in its ability to help a child if his total home experience is a negative one. The school social worker is needed to help such a child's teacher. Through parent contact and social management, she can modify to some degree the child's experiences outside of school. She can also help him establish other relationships to sustain himself while he develops sufficient strength to stand apart from his home ties a bit. The school social worker, through individual interviews, can come to understand a given child's behavior more exactly than can a classroom teacher whose concern is the total group. With such understanding, the social worker can then assist the teacher to modify the child's classroom experiences to fit his needs better.

Especially at the elementary level, we need greater differentiation in children's educational experiences. This can be achieved in part in the classroom; but in many instances the school must develop special programs to assist the classroom teacher. The child who is partially sighted is primarily a child, secondarily partially sighted. Most of his needs as a growing child can be met in a classroom of other growing children; but some time during the day he needs, for instance, the assistance of a teacher who can help him learn how to type by touch. A child who has had polio may need special physical education; but most of his needs are those of children in general, and can be met by competent teaching and subsequent group experiences. The same holds true for the non-reader, the emotionally disturbed, and the gifted.

At some time, undoubtedly, in this demarcation of problems, we arrive at a point where the problem predominates in the child's life. The emotionally disturbed child who approaches psychosis, the blind child who has learned no self-management, the retarded child who is untrainable, the spastic child who has gross damage—these and others may not fit in the public school at all. It is not usually of these we speak, however,

when we talk of those whose needs are not met in the school. For the psychotic child, we have children's hospitals with their own educational programs; for the untrainable, we have training schools. If such hospitals and schools are not available, we should exert our efforts toward providing them. But we see less and less need for these "isolation" types of education. Fewer children than we think fall into such categories. Whereas in the past few years we looked upon homogeneity of groups in education as essential, we now know that richness of experience for children comes from heterogeneous groupings. Research points to constant enlargement of the circle and inclusion of children with many types of problems, for all children have problems. All children differ. But though there is less need for special groups, we still have a call for good services where a need is defined.

For the older child in school, we need to improve and increase our counseling and guidance program. The counselors should be well trained for the task, not just individuals who need promotion to an administrative job or persons who are nice to youngsters. Children today meet many more trying situations in life than formerly; but they

have for the most part fewer adults with whom they have sufficient intimacy to feel free to turn to with their problems. Parents are less frequently available at home, grandparents are rarely close at hand, there is often no intimacy of community contacts, and many children have little contact with physicians or ministers upon whom they can rely. So the school must provide a counselor to help them.

In spite of all of the special services which a school or community can provide, we cannot hope to meet the needs of children until we

- (1) provide teachers who themselves are deeply imbued with respect for the true worth of each child in his own design, and who are trained in the dynamics of personality as well as in subject matter;
- (2) develop a curriculum to fit today's child in today's world; and
- (3) provide the kinds of building and equipment designed for such a curriculum.

With such educational provision there will be but few whose needs are not met. Educational patterns need not be so rigid that they exclude many children. With a willingness on the part of parents and educators to modify their concepts of what education is, our schools can meet the needs of most children.

Robert H. Whitfield

Administrator, Chaddock Boys School
Quincy, Illinois

*Making full use of community school resources for those children in an institution who can profit by them, supplementing these with special on-grounds programs when necessary, is essential for serving these children.**

THE LONG debate on whether or not to have a school on the grounds is relatively a "dead" issue. Not too many years ago children's institutions by the hundreds dropped their schools; but children's institutions also were in ill repute and they too were torn down by

the scores. Adoptive and foster homes were found not to be a panacea for dependent and neglected children. So we have seen the children's institution find its rightful and realistic place in the child welfare field. The same seems to be true of schooling.

The issue is not whether to have schooling on the institutional grounds, but how best to meet the formal schooling needs of the in-

* Given at Institutes and Workshops for Personnel of Methodist Children's Agencies, Lake Junaluska, North Carolina, July 29 to August 2, 1957.

dividuals we serve. Although each institution might state it a bit differently one of the objectives of any children's institution is to prepare a child for life after he leaves the institution.

This includes participating in a family setting as a child, a father, or a mother; adjustment in a neighborhood and community including such things as a membership in a church, and conceivably a social group work agency such as a YW or YMCA; and possibly utilization of the public schools.

Few administrators will argue for a school on the grounds as opposed to a public school program—provided the public school program is geared to meet the needs of the children we serve. On the other hand, few would argue against a school on the grounds if we are convinced the child's needs can be met best with this program.

A few years ago an institution in Illinois shifted its program from dependent to delinquent boys. They accept only boys declared delinquent and committed by a court—boys for whom it was felt there is still a fine potential short of sending them to the State Training School. The community school was not geared to accept these boys. Is this not justification for a school on the grounds?

Practically all of the institutions working with seriously disturbed grade-school-age children have as their objective a wholesome adjustment in the public schools for each child. Realistically they know many cannot make this adjustment at the time of coming to the institution. Perhaps it will be a long time before such an objective can be realized. A small school on the grounds with teachers who are specialists in working with upset children is a temporary necessity. It provides a less frightening and threatening experience for the fearful, seriously disturbed boy or girl.

As an illustration, Bellefaire in Cleveland, Ohio has about seventy-five children in twenty different public schools and supplements this experience by tutoring. Twenty-five children who are at the moment too emotionally disturbed to function well in a

public school setting attend school on the grounds.

Using Schools to Meet Individual Needs

The utilization of twenty different schools for seventy-five children enables the wise use of school placement to meet individual needs. If a child can best utilize the one-room schoolhouse they transport him to such a school. If he needs a school where most of the pupil's parents are of a laboring class they select such a school. Even if they feel a child at the moment can only utilize one hour per day in a public school, they make this arrangement.

The key is meeting the individual's needs. The objective—a child's adjustment to his accepted cultural pattern.

The answer obviously depends on the public school program which is available, and on the unique needs of the children (and schools) in our particular institution.

Fortunate is the institution located where a school system offers specialized services developed to meet all of the differing needs of the children in care. Such services might include classes for the educable mentally handicapped, sight saving classes, classes for the physically handicapped and special programs for the gifted child. They might include special help for those with speech difficulties or special trouble in reading or arithmetic. The visiting teacher, a professionally trained social caseworker, may also be available to work with some boys and girls struggling to make the best use of their public school experience. Let us not forget the school psychologist and mental health clinics as resources.

Where these special services are not available, or are not available in the quantity or quality necessary, we must face the problem of developing a program which will adequately meet the individual child's need. It would be inconceivable that one could find an institution serving the theoretical dependent school-age child which is not faced with many school adjustment problems. Few, if any, administrators do not know that

some of their children need services not available in the schools or from community resources.

Several years ago we made a study of institutions' school philosophy and programs. Although thirty-two of the forty-five Illinois institutions who responded did not have schools, many recognized that some sort of specialized school help was necessary. An effort to solve the problem was being made by the "no school on grounds" group by: sending children to institutions where they had a school on the grounds; special tutoring; employing part-time remedial teachers; and depending on the public school teachers to solve the problems with help from the institutional staff. Certainly, each plan must be studied in relation to the problems to be solved.

Is it not true that many of the children you are being asked to serve are school problems? Is this number increasing? According to the study we conducted, institutions throughout the country indicate that the number is increasing. These children are school problems because of intolerable behavior at school or academic problems—usually both. Happily, the public school program is developing ability to work with youngsters presenting problems. We should constantly evaluate the situation and not be content with the status quo just because it has met the needs in the past.

Casework coupled with psychiatric help has, to a large extent, been accepted in our children's institution as part of the helping team enabling children to develop into wholesome citizens. Through such special services to needy children we effectively tackle the emotional problems and blocks created by their life situations. Is not part of this therapy needed to help effective functioning in the classroom?

Have we been caught saying, "Solve a child's emotional situation, then he can make a fine school adjustment"? Certainly it is not so easy. Johnny or Susie are already one to five years behind in their school grade placement. Already they see the classroom as

another area of failure. The tensions developed because of inability to find happiness and comfortableness in the classroom add to their already overburdened anxiety-ridden egos. Each day they are made to feel even more miserable.

It may be true that Johnny fell behind in school because of some emotional block caused by a bad family situation and an eventual divorce; but even if Johnny can be helped to live with his situation and not be bowled over by it he still needs a lot of help to make up uncompleted school work, particularly in an age of social promotions which solve one problem only to create another.

Using a Remedial Program

Two years ago we switched our school program to a remedial one, sending all boys to public schools if we had reason to believe they were emotionally and academically ready for such an experience. We have not yet employed specially trained remedial teachers, but depend on in-service training to make the change. It is our eventual hope to employ a third teacher who is trained in grade school remedial work. At least the number of boys per teacher would be lower—about 8 to 15 per classroom—permitting more individual attention. An extension course given in Quincy by the University of Illinois on remedial reading has been quite helpful. A representative from the Science Research Associates is currently working with us to enrich our program, particularly in the over-all testing program, in reading, and in arithmetic.

We do not accept boys below normal intelligence. Due to our remedial school on the grounds our caseworker spends a good deal of time working with our teachers enabling them better to understand and work with each boy. In addition, case conferences with boys are easier to schedule, and are often, when deemed expedient, held during school hours.

Perhaps a clarification of what constitutes a remedial problem is of interest. Any child more than one year behind the achievement

level normal for his mental (not chronological) age is considered in need of extra help. If a boy with a mental age of ten through thirteen years old is functioning at a fifth grade level he is not a remedial education problem.

An emotional turmoil can lead to a personality maladjustment. Should we not also recognize that poor school achievement resulting from any number of causes, including emotional traumatic experiences in and of themselves, can negatively affect personality development? Subjects such as reading and arithmetic are skills and thus susceptible to training. With proper training, children can be helped tremendously to achieve an element of success in school and therefore not have their school experiences cause frustration and maladjustment. Arthur I. Gates says, "There is considerable evidence available that failure in reading may frequently be a contributing cause of juvenile delinquency and all sorts of antisocial behavior."¹

We have a grave responsibility to see that when our boys and girls leave us they are no more dependent than any youngster of the same age living in his own home. A newborn baby is almost wholly dependent upon outside sources to meet his physical, emotional, social, and spiritual needs. A mature person has developed skills enabling him, to a large extent, to be independent. We have the responsibility to see that each of our children have experiences enabling them best to progress toward a wholesome independence relatively free from adult domination.

Certainly, partial justification for sending children to public schools is the fact that for most children this is a normal experience with its multitude of social and emotional situations. We feel the social intercourse, the problem-solving experiences, the frustrations and successes afforded in this larger heterogeneous setting are good for children.

¹ "Maladjustments Due to Failure in Reading," *School Executive*, Vol. 55, June 1936, pp. 379-380.

It is the normal stepping stone in the process from individual centeredness to family centeredness, neighborhood centeredness, and then community centeredness.

How can we give our children going to school on the grounds experiences which will compensate for institutional centeredness? The obvious answer is to recognize the problem realistically and be careful to see that these children get into programs off the grounds which they are able to use in widening their experiences and friendships. They may need more enabling assistance from the staff in order to become interested and utilize programs such as the Boy or Girl Scouts, YM or YWCA, boys' club, or hobby clubs. This will be true because their circle of friends has been narrowed to the institutional grounds. In addition they are more inclined to be the social misfits with personality quirks that make it hard for them to find satisfactions from outside sources. They feel frightened and insecure.

The recreation staff can help these boys and girls to develop skills which will ease their adjustment in many social situations such as singing, dancing, swimming, or roller skating. The mental health staff, including housemothers, can help them to resolve apprehensions and fears, both real and imagined, which tend to make them avoid social situations.

Our local schools are seriously considering the possibility of sending a few boys to our school because they recognize that we have something unique to offer in meeting individual needs, something that they are not currently geared to do—a team approach utilizing all of the community resources, plus small classes geared entirely to remedial work. We recognize that, due to the implication of our name, we are probably getting more than our share of unique school problems. Nonetheless, we do not conceive of more than one-third of our total population attending school on the grounds at any one time.

BRINGING COHESION TO A COTTAGE GROUP

Annabelle Richardson

Senior Cottage Parent
Pleasantville Cottage School
New York

A housemother tells how she transformed an indifferent, hostile cottage of girls into a cohesive group with shared interests and responsibilities.

IN JANUARY, 1956, I came into cottage 8 in the capacity of senior cottage mother,* rather apprehensively in spite of considerable experience both in teaching and in this work. I was apprehensive because the prevailing attitude in this cottage of fourteen girls ranging in age from ten to fifteen had, due to changes in staff, deteriorated to one of distrust toward adults. I saw evidence of this immediately on my arrival. Many passed me in the halls or on the stairways without speaking; some brushed by with a cool "excuse me"; others even pushed by me without a word or a glance. There seemed to be no attempt on the part of the children to disguise their resentment.

They had not, as sometimes happens in such situations, formed into a single coherent group and opposed me as a body, but had divided into several distinct factions.

First were the "rock and rollers," whose main interest was in listening or dancing to the latest rock and roll hit tunes. This group, I quickly learned, got together immediately after school, completely ignoring our institutional practice of changing into play clothes. Instead they rushed into the kitchen, picked up whatever snacks they wished, and took them into the living room. They then closed the door and remained there with a radio, record player or both until supper time. When I reminded them to change their clothes, they usually answered "This isn't a baby cottage." When told to eat snacks only in the kitchen, they responded with such angry comments as "What a prison!" or "Nag, nag, nag, that's all you get around

* In Pleasantville Cottage School there are three staff members assigned to each cottage; the "senior" one is largely responsible for its direction. In this article I have purposely omitted reference to my two colleagues in order to simplify the presentation. Nevertheless it must be noted that the developments described herein were the responsibility of the cottage parent team.

here!" For several days, while getting my bearings, I allowed this condition to exist without too much comment; but one day I put up a poster in the kitchen which read:

Snacks close at 4:00 o'clock.

All snacks are to be eaten in the kitchen.

Accompanying this message was a drawing of an attractive, well groomed teen-ager in dungarees, drinking a glass of milk.

Making a Start toward Standards

When the girls came in for snacks that afternoon I purposely did not mention the poster, hoping that one of them might notice and call it to the attention of the others.

As I had anticipated, Carol, an intense, moody, hostile youngster, who was one of the stronger leaders, spied the poster and called out derisively, "Hey girls, look at that, will you! What's happening in our cottage? Are they trying to make us a baby cottage like Number Six?" Pointing to the poster, she strolled out of the kitchen with a container of milk in one hand and a peanut butter sandwich in the other. Over peals of laughter from the others, I called out, "Just a minute, Carol." She turned, gazed icily at me, and walked back.

"I made this poster, Carol," I said. "I made it to remind you and all the other girls of our cottage that we are going to begin now to eat our snacks in the kitchen, because it is the more grown-up way, the cleaner, more sensible way. Our living room should be kept clean and attractive. Eating there will not help keep it so.

"And incidentally, Carol," I added, "if you will notice, the girl on the poster is dressed in play clothes. We are going to start changing into play clothes after school."

Carol put the milk container and the sandwich down on the table, said "damn" under her breath, and walked out. Another leader, Kathy, a warmer, more outgoing child, picked up the issue.

"Hell, we've always eaten our snacks in the living room. We like it that way, and we don't want to be like cottage Number Six."

"I don't want you to be like cottage Number Six," I said, "but I do want you to learn to do things in a more grown-up way. Let's start today."

"We don't want snacks then," Kathy yelled. "Come on, kids, let's go." All the girls in the kitchen followed Kathy into the living room and slammed the door.

Another faction, the "night prowlers," was composed of the more restless, adventurous girls. Their plans were usually made at night after retiring. They took their dungarees to bed with them, and hid their coats or jackets, which were to have been hung up in the duffel room, under their beds. This arrangement was designed to assure readiness for any adventures which might develop in the course of the night.

One Friday night, which had been a most tiring one, while I was visiting in another cottage after my group had retired, and chatting with the cottage parents in the living room, we heard movement in the dorms above us. We entered the dorms with a flashlight and discovered, huddled in a corner, the night prowlers of my cottage. I asked that they leave quickly and quietly, go back home and wait in the living room for me.

When I reached the cottage I found them waiting. I asked them why this adventure. An intelligent, sensitive, but unpopular member of the group acted as spokesman, explaining that they were always restless at night, particularly on Friday night. "We feel as if we have to get out of doors and look for exciting things to do." I said little that night because it was so very late, and I felt the girls were feeling painfully guilty over the situation. "Suppose you hang your coats in the duffel room as they should be, tiptoe very softly upstairs, quietly undress and get into your beds. We will talk about this in the morning."

Still another faction was composed of a small number of "teasers." These youngsters enjoyed teasing weaker members of the group and particularly liked teasing cottage parents. Their favorite nighttime activity was what they called "climbing the walls." The feat was achieved by climbing on top of the lockers, walking over to the partitions which divided the rooms, then jumping onto the beds of other girls. This group was most responsible for the breakage of chairs, tables, china, and lamps. They delighted in marking both inside and outside of the cottage with lipstick, pencil, and crayon. The cottage census sheet envelope was continually marred with such expressions as "Cottage Number Eight is great" or "We hate Prisonville." Important notices such as activity sheets,

which were posted throughout the cottage, they defaced with profanity and drawings.

Finally there was a group of children who habitually took things. No child's personal property was safe. Cottage food, dishes, glasses and silverware were bait for this group. Because of the extent of stealing at that time, all silverware, kitchen knives, pots, pans, and foodstuffs were locked up in the pantry. As soon as the food canisters arrived during the weekend they were put under lock and key. A few members of this group extended their activities beyond the cottage and went so far as to bring into their dorms stolen goods from the village stores.

The entire group shared one interest—a great devotion to animals. But even this single positive emotion was often trying, for so intense was their devotion that daily I discovered village dogs or cats in the basement, in the children's lockers, in closets, and even in bed with some of the girls.

Bedtime in our cottage was usually a horror. Although I insisted on lights out at nine, talking, walking about, giggling, and often near rioting continued far into the night.

Lack of Group Feeling

The only period when there was a semblance of togetherness among the girls was Friday night. After synagogue the girls rushed into the cottage, threw their coats down, and dashed into the kitchen to help serve the food. This task completed, the group gathered around the tables for prayer and then the meal. Somehow, except for individuals who got up to fill their plates and glasses, the meal was fairly quiet. As each girl finished her meal, she immediately went about her assigned weekend cleanup job. After completing their jobs, the girls ran upstairs and changed into pajamas. They followed this routine even when there were guests for the evening.

Helping the Group Improve Cottage

The approach toward overcoming this general unhealthy atmosphere and toward redirecting the life of the cottage had to be

undertaken with the utmost care. First I had to overcome my own feeling of bewilderment and uncertainty about how to proceed. I had already made a start on snack procedures and, without any more discussion as to the value of the change, insisted that we follow through with it. A month later I decided to try to improve household cleanliness. I knew that approaching this from the group's responsibility to keep a clean, homey dwelling could antagonize them, and therefore planned, as a Friday discussion subject, "What can we do to create a pretty place to live in?" Three days before the discussion I placed a suggestion box on the hall table. The girls were told that their written suggestions would be discussed at our Friday night meeting. The afternoon of that day, I printed a sign which read: "Let us remain dressed for our important business meeting tonight." This was my way of introducing proper dress throughout Friday night activities.

After the meal and cleanup, the girls, still in synagogue dress, assembled in the living room for our first organized cottage meeting. The suggestion box was opened and Carol, whom I had assigned as meeting chairman, read each suggestion, which the group discussed. The majority of the suggestions could have been grouped under the heading of personal or group demands, for example:

We want radio every night until 10:30 p.m.

We want new furniture in the living room.

We want the boys to visit us from 3:00 until 5:00 on weekdays, and Saturdays and Sundays from 10:00 until lunch time and then from 1:00 until supper.

We want to put plants in our rooms and we want to hang pictures and cards on the walls.

Other suggestions, however, concerned group responsibility in organizing and helping to maintain a clean and attractive dwelling. Some of these ran as follows:

We should wash all writing off of the outside of the cottage.

We should have a contest among dorms to see which one can be kept the cleanest.

We should take the little table in the dining room to woodshop and paint it.

We should sew curtains for the kitchen.

As each suggestion was read we weighed it. Those which seemed useful were put back

into the box for future reference. All suggestions which we felt were impossible for various reasons we discarded.

Using the Girls' Suggestions

The meeting was closed with the plan to use one good suggestion each week until our box was empty. Except for a few of the girls, the group left the meeting apparently satisfied with the results. Our campaign began to make our cottage a pretty place to live.

Later in February I made a list of what I considered a few of the superficial causes of Friday night disorder. They were the following:

Poor synagogue behavior,
mass preparation and serving of food,
individuals caring for their needs during the meal
(For example: Mary wants more bread so she dashes into the kitchen and gets it.)

girls changing into pajamas immediately after cleanup, then reappearing downstairs to participate in evening program,

dessert (cake and milk) served just before bedtime in living room.

These latter practices obviously caused unnecessary disturbance.

Though aware that changes should move slowly I did not hesitate immediately to express my displeasure and concern over our hectic Friday evenings. I told them also that I felt they were old enough and wise enough to appreciate the dignity of the Sabbath. "We always do this way"; "We like it this way"; "Why can't we change into our pajamas if we want?", were some of the responses. However, on the next Friday night, without much ado, all of the girls remained dressed until bedtime. Several Friday nights, soon after the new ruling went into effect, a few forgot, but when reminded redressed without protest.

The remaining four causes were handled slowly. Synagogue behavior was discussed weekly and finally it was agreed that despite the boredom of the services (the children's complaint) we should all show respect for God and for the house of God. The problems of preparation and serving of the food were solved by creating new job categories of cooks and waitresses. The matter was brought before the children, the duties of the

cooks and waitresses were explained, and the girls were reminded that it would no longer be necessary for each one to dash in and out of the kitchen for water or food. After our first try all liked the plan, and agreed that it reduced confusion and that needs were more quickly and efficiently cared for. The serving of cake and milk in the living room was the most difficult problem to eliminate, since it afforded the girls a special joy. Here again we presented the issue for discussion. I said, "Dessert is a part of a meal, just as are the appetizer and entree courses. It winds up a delightful meal." The girls weakly agreed.

There were some protests however, but we did come to "Let's try it." Eventually the group liked it. Soon Friday night in Cottage Number Eight began to move more peacefully and with far less tension.

As the weeks passed, I noticed a new attitude slowly developing. The rock and rollers spent less time in their favorite pastimes, music and dancing; the night prowlers remained in bed, pajama clad, throughout most nights; the teasers recognized the dangers of many of their pranks and began slowly to attend such activities as tumbling, basketball and arts and crafts. The "stealers" began to appreciate having the silver and foodstuffs removed from under lock and key and so let up on their pilfering.

Developing Group Responsibility

Soon, I felt, the group would be ready to function as a more solid unit in some creative activity. March, Purim Festival time, offered an excellent opportunity to present to our cottage the idea of taking over a particularly busy booth at the annual Purim Festival Fund-Raising Carnival. On the suggestion of the activities supervisor I took the hot dog stand, always the busiest booth. The preparation involved much planning and work.

On a Friday night I told the girls that I felt they were ready to undertake this big project. After my little speech the room fell into complete silence. For a moment I felt hopeless and unable to cope with their cold disinterest. Lecturing was not in order so I simply continued, with forced enthusiasm,

discussing ways of handling the project. "We will need several committees," I continued. "The decorations committee, food preparations committee, and the waitresses committee. Barbara, you draw so very well, will you be chairman of the decorations committee? And Kathy, what about your taking over the food preparations committee? Carol is always good at handling difficult situations. I would like her to take charge of the waitresses for the booth." The speed in which I presented the suggestions was a bit breathtaking, preventing protest. I realized that discussion was necessary, but felt that the values of carrying these responsibilities might lead them to accept. After each chairman selected her helpers, and assigned a task to each girl, we were ready to discuss the project.

The silence was broken and soon various children felt free to comment. "We don't want the hot dog stand," one girl remarked. Her reasons all arose from the amount of work involved. A few others agreed, while still others accepted my feeling that it was a wonderful opportunity to do a valuable job together.

The next several weeks were difficult. Unaccustomed to working as a team, the girls were faced with many problems. Most difficult was learning to weigh together the values of each individual contribution. Constant stimulation from me was necessary. Some days I found it impossible to get one or two, or perhaps an entire committee, to function. However, the decorations, consisting of signs and a large mural, the work of eight girls, were finally completed. Our menu was arranged and our booth decorated. This left only the preparation of food on the morning of the Carnival. That morning, the food committee and the waitresses balked. They complained, "We don't think it's fair to have to spend so much of our time at the booth." "We want to have fun at the carnival." With this uncooperative attitude at such an important time I felt it necessary to call the group for a real pep talk. We discussed the worth of the carnival itself, our individual and group responsibilities. The meeting

lasted an hour, and the results more than compensated for the time spent. The Purim Carnival was a success and as a result our group a closer knitted one.

Several weeks later, Nancy, a dainty, shy and frightened youngster, was admitted to our cottage. Despite the lessening of hostilities, aggression, and anti-adult behavior, I was anxious about the group's acceptance of Nancy and her acceptance of them.

After a few days I noticed many of the younger girls observing Nancy in awe. She in turn withdrew and spent most of her time either crying on her bed or curled up in a chair reading fairy tales. Because of her fear of school, which I had learned of from her social worker, I did not insist on Nancy's attending activities. She needed to work and play with others, but this was not the time to stress the issue.

After several weeks, during which Nancy remained alone with her books, I decided to try to introduce her to some of our school activities. One evening I invited her to join me on a tour of evening activities. She came along rather reluctantly and throughout the tour seemed little impressed. The next few days she followed her same pattern.

Finally, one evening when Nancy and I were alone in the cottage, I asked her to tell me some of the things she enjoyed doing. For the first time, Nancy's face lit up as she told me, "I like reading and I like ballet and I like to play with puppets too."

"Do you know how to make puppets, Nancy?" I asked.

"No, I don't."

"Would you like to go with me to the library tonight and find a good book about making puppets?" Nancy agreed. We found Jageadorf's *The First Book of Puppets*. Nancy seemed pleased, tucked the book under her arm and for the next two days read and reread it. She returned the book to me without comment. I waited days to hear her reaction.

Finding a Common Group Interest

One Saturday, when no one was around, Nancy crept close to me and said, "Will you help me make a puppet? I think I know how but I may need some help." Delighted, I quickly accepted her invitation, suggesting that she assemble some of the necessary materials such as newspaper, flour, salt, and water. As Nancy busied herself gathering the materials, I noticed a few girls looking on

rather enviously. "Would you like to join us?" I asked. "We are going to make puppets."

In a few minutes, Nancy, Karen, an aggressive, mischievous little teaser, Rosita, a completely institutionalized child, appealing, yet utterly unconfirming, Anita, an aggressive girl of many moods, and I were working away preparing papier-mâché for puppet heads. Such questions as "What kind of puppets will they be?", "What will we do with them?", "How will we dress them?" were fired at me.

"I believe we should write a good play," I answered, "and then we will know what characters we need, how they should look and be dressed." Nancy chimed in, "Oh, I know just the sort of play I would like to write." Fran, a relative newcomer to the cottage, a creatively gifted, pleasant conforming girl of twelve who had not joined any of the four factions, offered, "Nancy, let me help you. I love to write plays." That very night Nancy and Fran completed Act I of our puppet play.

For days the two worked on the play. I also noticed that others of the group showed an interest in our puppet project.

In mid-April I announced, at a Friday night supper, "Those who are interested might gather in the living room to listen to a reading of our puppet play." Eight girls gathered for the reading. So interested were they that three asked if they might work that night on the puppets, and did.

Several weeks passed before we could again take up our puppet project. On a bright, warm Saturday afternoon I pasted on our bulletin board this little verse:

"Gather on the lawn today

For puppet making and for play.

"Sign below and I will know

Who will help for our big show."

A large group turned out for the event, twelve in all. Some worked on the puppets, some observed as they sang and told jokes, others simply stretched out on the grass and looked skyward. On this afternoon, I experienced my first feeling of togetherness with the group. Each girl appeared relaxed, less hostile and genuinely friendly. We did not complete our puppets at this gathering; in fact several weeks passed before we could pick them up again.

One Saturday, Rosita suggested that we spend the afternoon completing the puppets and operating them. "We can have Fran read the play as we use the puppets," she said.

"I want the part of the witch in the play,

Rosita. Can't someone else read?" Karen suggested, "Anita is a good reader. Let her read." Anita seemed pleased with the suggestion and immediately consented. She later became our narrator. During this first rehearsal, the children quickly volunteered to take parts in the show. "We need a beautiful stage!" Nancy announced. "Yes, we do and we need lots and lots of scenery too," added Fran.

Here again I felt the impact of group togetherness. "Who would like to make the puppet stage?" I asked. One eight-year-old said she wanted to make the stage in woodshop. It took her many weeks to complete her project. When she brought the finished stage into the cottage there were gasps of delight from the entire group.

Our next surprise came when Carol entered the cottage the very next day with a pair of curtains for the puppet stage, made by hand and truly beautiful. Joan, Fran, and Nancy soon became involved in painting scenery. They worked for days and days. I was particularly interested to discover, one afternoon, three "rock and rollers" working on scenery.

After many rehearsals, the girls announced they were ready to produce their first original puppet show. The entire cottage was keyed up. Despite many minor errors the performance went over well. The girls enjoyed a real feeling of pride. After that the play was repeated three times before different audiences. Each performance showed improvement and the group seemed happy and proud over their accomplishment. It had brought them together.

My experience in this cottage convinced me that it was possible to transform a chaotic group into an orderly one. After five months the entire institution was aware of a different atmosphere in the cottage. The children had given up their overtly hostile attitude toward adults, and even seemed to enjoy adult company. They had experienced a new feeling of success and satisfaction in a variety of constructive activities. Consequently, their former narrow, destructive preoccupations no longer had their old appeal.

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EDITORIAL COMMENTS

Abolishing Residence Laws

IN APRIL, 1957, the Executive Committee of the Board of the Child Welfare League of America took the position that the League should work in every way possible to prevent the enactment of residence laws and to effect their repeal at every level of government.

Over the past several years a number of states have removed or reduced their residence requirements for public assistance eligibility, especially in the federally matched categories. More recently, however, a number of them have reinstated restrictive legislation. Most states deny help to families and children on the ground that they do not meet certain conditions of settlement eligibility, the most frequent being a specified number of years of continuous residence, varying from state to state and by categories of assistance.

An even more complex and defeating series of obstacles to the needy family or child exists in the local or intra-state settlement requirements, where the equalizing influence of federal matching does not reach, such as in programs of general assistance, and in the availability of medical, hospital and foster care facilities. It is not impossible nor unusual for a family or a child to lose settlement in one state before gaining it in another. In an unknown number of cases settlement has been lost and never regained, insofar as eligibility for medical, institutional, or foster care resources was involved.

At worst, assistance and service have been completely denied. At best they have been delayed or provided on an emergency basis as family or child are "passed" from one "not legally responsible" community to another. The following typical situations created or intensified by residence requirements concern us deeply:

The parents of ADC-supported children who move to a nearby community to secure housing or employment for a teenaged son or daughter, only to find that state A cannot continue their grant and state B cannot accept their application for a year.

The relative in another state who would provide family living and assist in preservation of kinship ties

if ADC funds for the child's maintenance could be added to his small income.

The unmarried girl expecting a baby who goes to a city in another state and finds hospital care denied her as a non-resident. A condition of acceptance by maternity home or casework agency usually is permission to verify residence and determine whether her home state will accept financial responsibility.

The infant of a non-resident, surrendered for adoption, who fails to develop normally and is a candidate for institutional care. The problem arises of reopening with the mother, no longer in the city and state where she surrendered her child, the question of resumption of parental responsibility or exploration of resources in her state of residence for the defective child.

The child deserted in an independent boarding home, by a mother without local connections, her whereabouts unknown. The court ruling is that the child, as a minor, cannot establish residence and consequently has no claim on local resources.

Residence restrictions—township, municipal, county, state or federal—are anachronistic in an economy based upon a mobile labor force. They are illogical in a nation entering its third decade of programs of assistance and service based primarily on federal funds. They are punitive in a society committed and dedicated to equal protection and opportunities for all of its citizens. They must go.

The Child Welfare League, through its Executive Committee action, has taken a first step in support of abolishing residence requirements. In doing so, it has added the strength of the League to that of other national agencies which have recently adopted strong positions. For example, the National Travelers Aid Association¹ affirms its "responsibility to take leadership in securing the removal of any impediments to free movement," stating:

1. that, as a matter of fundamental human right, an individual may choose the place best suited to his needs as his place of residence;
2. that there derives from this the right of the individual to move freely from place to place without hindrance or penalty;
3. that a person who has exercised the right of free movement should be on an equal footing with all others; that human needs such as food, clothing, shelter, and medical care should be met as such, regardless of whether the person in need is a long-established resident of the community, a newcomer to the community or in transit to some other place; specifically also
4. that the right of free movement is contravened by arbitrary length of residence requirements affect-

¹ "Statement of Principles on Residence Laws," March, 1956.

ing eligibility, in the community where the need arises, for basic maintenance assistance, medical care, hospitalization for mental illness or other necessary services financed by public funds;

5. that, consequently, the right of free movement can be preserved only through removal of length of residence requirements . . .

For a long time now, each League member agency has been committed to work for services of good quality for all children. We trust that each agency can discharge this commitment within the next year by studying the problems created by its own local and state residence requirements and finding ways and means to work toward the removal of these punitive measures.

EDNA HUGHES

Field Consultant

International Conference Plans

Plans are being made by the International Union for Child Welfare to sponsor an international Study Conference in Tokyo November 23-27, 1958. The meeting has been called at the request of many child welfare representatives in the Asian countries, to follow up the previous international Study Conference, which took place in Bombay in 1952.

The date and place of the next conference were chosen to facilitate the joint attendance at the International Union for Child Welfare Conference and at the Ninth International Conference of Social Work which is due to meet also in Tokyo during the following week, from November 30 to December 6. Both meetings follow the World Child Welfare Congress which is to be held in Brussels in July 1958.

Traveling arrangements for both conferences have been planned jointly, so as to enable people wanting to take part in the study tours organized by the International Conference of Social Work or to make their own group traveling arrangements, to arrive in Japan in good time for the IUCW Conference.

Programs for the conference may be secured from Mr. D. Q. R. Mulock Houwer, Secretary General, International Union for Child Welfare, 1 Rue de Varembe, Geneva, Switzerland.

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ADMINISTRATION OF UNMARRIED MOTHER SERVICES*

Roberta Rindfleisch

Director

Division of Child Welfare

**Minnesota State Department of
Public Welfare, St. Paul, Minn.**

Truly effective services for unmarried parents and their children become possible only when casework considerations and administrative considerations are mutually understood and fully related in a unified effort toward a common goal.

MOST SOCIAL workers, for good reason, are deeply interested in analysis of the unmarried mother as an individual and in the dynamics of the casework helping process. On the other hand many social workers, for equally understandable reasons, are not particularly interested in the administration of these services—or for that matter administration of any other family and child welfare services. Administration involves thinking of unmarried mothers and their children in the strictly plural sense and of unmarried mother services in relation to other services. It involves laws, public relations, annual reports, unmet needs, coordination of resources, staff recruitment and staff training, and money—painfully raised through fund drives and appearances before legislative appropriations committees.

I don't believe we have that full mutual understanding and truly unified effort in any of our social services program. The family and child welfare field is no exception. In fact sometimes I think it is one of the worst in this respect. One reason may be that caseworkers have become the dominant thinkers and writers in social work, while there has been a lag in administrative development—that is, of clearly defined content, method and goals for administration of social services, particularly for administration of family and child welfare services. Administrators badly need caseworkers' thinking on better ways to administer total services for unmarried parents and out-of-wedlock children.

Someone has said that administration is the impossible task of providing mass services on an individual basis. I am by no

means ready to write off the task as impossible, but neither am I at all complacent about our progress toward what I believe are reasonable and even modest goals. We still have a long way to go and a lot to learn about getting effective social services to all unmarried mothers who need us. Knowledge and practice of casework diagnosis and treatment for the individual unmarried mother is far ahead of knowledge and practice of administrative "diagnosis" and "treatment" of unmarried mothers.

Responsibility of Administration

As stated in the definition I quoted, administration is responsible for getting effective services, not just to a faceless group, but to each of the individuals who make up that group. It is harder, it seems to me, to get help to an individual who comes into our office not on her two feet but as one of many figures in a statistical report. Some administrators may have a smaller group of individuals for whom they carry direct responsibility than I do as director of child welfare services in Minnesota. Our law leaves no doubt that doctors, hospitals or others having such knowledge must inform the commissioner of public welfare of all out-of-wedlock births. The commissioner, upon receiving notice of such a birth or notice of a pregnancy that will lead to an out-of-wedlock birth, must

"take care that the interests of the child are safeguarded, that appropriate steps are taken to establish his paternity and that there is secured for him the nearest possible approximation to the care, support and education that he would be entitled to if born of lawful marriage."

There is a further charge that the commissioner

* Given at Institute on Services to Unmarried Mothers, Midwest Regional Conference, Milwaukee, Wisconsin, March 1957.

"offer his aid and protection in such ways as are found wise and expedient to the unmarried woman approaching motherhood."

The evaluation and development of these services by both public and private agencies in Minnesota may be traced in relation to our changing understanding of what are the "wise and expedient" ways of aiding and protecting unmarried women approaching parenthood, and what are the appropriate and effective ways to take care that the interests of their children are safeguarded. In both casework and administration we have made far greater progress in diagnosis than we have in treatment.

About Some of the "Statistics"

During the past year, 1,945 out-of-wedlock children were reported to our office. As is our practice upon receiving such information notice of the existence of each mother needing service is referred to one of the eighty-seven public agencies located in each county of the state. The agency has an obligation to open a case and offer its service unless the notice indicates that the mother is already receiving services from one of these public agencies or from one of the twelve private agencies licensed to give this service. If the mother prefers not to have notice sent to the public agency in her community, a private agency is directed to become active and to offer service. By the end of the year in which the 1,945 out-of-wedlock problems became active "cases" with Minnesota agencies, 349 of these cases for both mother and child were reported closed. Here are some of the reasons for closing as reported statistically:

- 146—Service no longer needed
- 34—Service rejected
- 53—Service could not be continued because mother
- 233 and child could not be located

In other words, as far as we know, 233 of these mothers and children were not receiving any child welfare service within the year of delivery. The living arrangements reported at the time of closing indicate that 189 children were living with their mothers alone.

Even without knowing the individual circumstances, our tried and tested casework knowledge tells us that we have 233 situa-

tions with a high potential for developing social problems. The potential is especially high for the 189 in which mother and child are on their own together, if we conclude from casework experience that by and large the girls least able to give up their children in adoption are the ones with poorest potential for becoming happy individuals or good parents. To this we can add our knowledge, gained from working with day care programs or ADC, or from personal experience, that it takes extra strength, stability and financial security for any woman to raise a family on her own. The problems are compounded for mother and child when the mother is not married.

We in Minnesota know with certainty from past experience that many of the 233 children and mothers will turn up in agencies at a later day when their problems are fully established and when possibly irreparable damage has already been done.

This is not an easy feeling. I would feel more comfortable if I were sure that before closing, each of these 233 cases had had the benefit of the best we can offer in the way of service. Then I could think:

We did our best. Social service is not going to solve all the ills of the world any more than thousands of years of religion have stamped out sin. Powerful as social work—and especially casework—is, there will always be some people who are already so damaged they cannot make use of casework help. These people will be bound to rear damaged children and we will just try to get ready to pick up the pieces.

Reports and comments relating to unmarried mothers and out-of-wedlock children have been tremendously encouraging. Evidence shows that more and more girls in rural and urban areas of the state are getting both early and excellent services. Some of these have been girls who kept their babies. It has been gratifying to sign increasing numbers of reports to the court when stepfathers have petitioned to adopt wives' out-of-wedlock children—reports that indicate stable, secure family life and unbelievably happy endings to stories that had such sad beginnings for both mother and child.

However, an administrator cannot allow himself to be lulled into complacency by the

many and growing evidences of progress lest it blind him to the many evidences that we cannot become lax.

Work Reorientation Project

The other day I was listening to a report of a research project now going on in three counties of our state. It is called the Work Reorientation Project. The findings are not ready to release, but when they are they may well be significant as guideposts to strengthening administration of child welfare services generally. Briefly, the project is an attempt to meet better the chronic problem in public welfare of too high case loads, too few qualified workers with increasingly complex case problems, and increasingly high goals in respect to adequate service. In an oversimplified way the attempt is to do a better job by concentrating the highest skill on individualizing the case load, re-defining each problem and re-formulating treatment goals and treatment potentials. The load is then shifted among workers so that the greatest amount of time, skill, and energy can be focused on the cases most urgently needing service and most likely to be able to use intensive service.

As part of this project much case reading and case analysis is necessary, and reports of some of this reading and analysis struck me uncomfortably in respect to administration of the unmarried mother and out-of-wedlock children program. The research staff have a name for a group of cases they find again and again—"poor grandma cases." As I said the project is not designed to gather information on poor grandmas, but in reviewing record after record for other information one fact became conspicuously apparent. Family pathology is reproduced generation after generation. In generation after generation, caseworkers had recorded that they knew exactly what the future would bring, but left little record that they had used casework skill to make something happen to break the terrifying cycle. Here is a typical example:

One mother with a great many problems produced several legitimate and illegitimate children. The family was known to agencies over a long period of time for

several reasons. The children in turn were affected by their mother's problems; some of the girls became unmarried mothers. While the individual dynamics were different for each, the basic cause was the same—the mother's unresolved problems. Each daughter received social services either because she or the mother requested them or because the agency had been notified of the problem and had been asked to offer service. When the worker asked about their plans for the children, the girls and the mother echoed "Of course we'll keep them. Mother will help us raise them." And the worker figuratively echoed, with warmth and acceptance, "Of course you may, and here is ADC to help you."

They seemed to have overlooked the fact that grandma, through subtle and not so subtle forces probably beyond her control and more probably now beyond help, had failed her children. Now she was being given a splendid opportunity to fail with her grandchildren.

Administrative Concerns

Let me avoid any misunderstanding of my viewpoint on two matters. I do not believe for a minute that ADC encourages illegitimacy, nor do I believe ADC should be denied to otherwise eligible women because they are not married. Neither do I believe all unmarried mothers should give up their babies. Certainly I do not believe they should be taken away without the mother's consent simply on the premise that we are pretty sure from past experience that a certain set of circumstances leads almost invariably to an unhappy end result for mother, child, child's children and the community. And the community *does* suffer in many ways—not just financially—along with the victims when family pathology expresses itself in out-of-wedlock pregnancy, delinquency, crime, unhappy marriages, broken homes, or mental illness. It will continue to suffer until we break the cycles by getting through with effective service where and when it is needed.

The joint efforts and combined thinking of all of us are needed if social work is to keep moving toward accepting its responsibility for getting its services to all the unmarried mothers and all the out-of-wedlock children who need them.

1. We know that to be most effective services should reach mothers early in pregnancy. We are proud

of our record in Minnesota in respect to the total coverage or high proportion of mothers who get some social service or offer of service, but we are disturbed because close to fifty percent are not known to agencies until after a child is born.

2. We are concerned because too many mothers who should not be keeping their babies.

Trends in Philosophy on Unwed Mothers

Should anyone write a history of social work, he could hardly avoid noting the extreme philosophical swings of our field. I do not propose to analyze why this occurs, partly because I do not fully know, but it probably is tied up with the fact that our field is so young. An instructor in a school of social work told me that social workers have strong herd instincts. The entire group stands firmly on one principle, then a few brave souls venture to point out that maybe this principle is not so sound as it appears. Eventually a few other less timid souls join the brave and everybody rushes over to the other side. Then someone in the group decides this side has a few flaws and decides to try the middle ground. The process is repeated until eventually the group begins to see some value in both sides and establishes itself on middle ground.

This action has occurred in the program of unmarried mother services we have offered through the years. At one point social workers, like the general populace, thought of the unmarried mother as "bad" and were prone to point out that she had sinned or at best transgressed against the mores of society. Then, with their new knowledge of psychiatry, social workers began to see that unmarried motherhood was the result of the interaction of many psychological factors, most of them beyond her control; they then raised the banner to prove that unmarried mothers were not bad. In their eagerness to prove this, however, they gave the impression that unmarried motherhood wasn't bad either, seemingly forgetting that activity which creates so many problems for a woman and results in the birth of a child with at least one strike against him could hardly be considered good. I am not certain we've reached the middle ground in this as yet.

While we say we accept the unmarried mother, but do not condone what she does, I am not always certain we have learned how to accomplish this. I have seen a good many young workers in their attempts to be "non-judgmental," "non-punitive" and "accepting" come close to promulgating the idea that unmarried motherhood is nothing to worry about either.

A similar swing occurred in our counselling of mothers in respect to planning for their babies. At one time workers were very direct in saying "you must give up your baby" or "you must keep your baby." Then as we went through our passive stage, we carefully refrained from telling the mother what to do and many times gave her no help at all. Then we began to see the necessity for helping these clients see reality. We became more active in helping the unmarried mother to see what it would mean to keep her child and what it would mean to release her child.

Closely tied up with the latter swing—really the other side of the coin—has been our swing from considering unmarried mother services as child-centered or mother-centered. At one time, the mother seemed purely incidental—we were concerned only with the child. Willy-nilly we ran over any feelings the mother might have, and only worked in terms of the child (I have the feeling that some of our agencies still follow this practice to some degree, although much less viciously and with a veneer of fine phrases. I refer to agencies which are especially interested in taking girls who are likely to produce adoptable children.) Then we began to think only in terms of the mother, forgetting that her child also was an individual with his own needs, and to divorce ourselves from any responsibility for him. I think we are moving toward middle ground here—showing concern for the child in our efforts to help his mother see what it will mean to keep or release him, and trying to support her in her final planning.

But we have to go further. We cannot say that an unmarried mother service should be either child-focused or mother-focused. The problems and needs of the mother and the

problems and needs of the child must, of course, be considered separately, but each within the confines of the total problem. Our planning must move in the direction which is going to produce the best solution to the unit problem and the greatest good for society.

We, as individual social workers and as individual agencies, and as separate states, are not doing so well as we might toward seeing the total problem and pooling our combined resources to achieve the greatest possible good for the greatest number of people.

To see that this end is achieved somehow is administration's job. There are several steps necessary:

1. to gather the known facts about the problem,
2. to consider long and hard, but not allowing forever for this part of the process, what these facts add up to, what are the implications of all the facts we already know or should know by now,
3. ask where we are in respect to the problem, and
4. where we go from here and how we get there.

We already have tested knowledge of many facts. We have clearly defined ultimate goals. Social workers have always been a very idealistic group. Because of this idealism they have been able to accomplish great things.

We, like some of our clients, are so blinded by the vision of an ideal goal, that we refuse to face the realities that must be dealt with each painful step of the way.

Looking at services to unmarried mothers and their children in the total administrative sense, we are a long way from reaching the perfection of getting our services in usable form to all who need them. Social workers give the impression that they want to carry full responsibility for these services. You know how indignant we become when a minister, doctor or lawyer starts taking responsibility for helping an unmarried mother to resolve her problem. Yet I think we take bypaths that delay the day when we have fully accepted the responsibility we say we want to carry. In our zeal for high standards of service, I see us seemingly content to perfect small areas of service, as if they were ends in themselves. For example, our most

able people spend so much of their time determining the specific causes for the out-of-wedlock pregnancy of just a handful of our total case load.

Essential as such determinations are, where will we be with our total problem, if no time nor strength remains to act upon the results of our findings both for the small case load we are serving well, the larger case load we are serving poorly, or the case load we are not serving at all? I wish I were as sure about how to solve this problem as I am that a problem exists. Again, administrative diagnosis is so much easier than administrative treatment.

Some things have to be done, and I believe we already know more about how to do them than we realize.

If we are to reach girls early enough to help them, we must concentrate upon more effective publicity. Sporadic attempts to get our message to doctors, lawyers, and ministers have borne much fruit, but we can go further. A few years ago, we sent a brochure to every doctor in the state, describing what we had to offer, and how the doctor could help girls by referring them to us. Another such brochure is now in preparation for lawyers, druggists, school principals, and clergymen. This is just one way to tell our story. There are many others.

Closely related to publicity is our responsibility to try to modify attitudes of non-social workers, both about social services, and about problems of unmarried mothers and out-of-wedlock children.

We know that warmth and good intentions are not enough to make an effective social worker, and we also know that we do not have and will not have, in our lifetime, enough fully trained workers and enough consulting psychiatrists to give the treatment we want for each client.

We have already come a long way weeding out the workers we once had, with neither training nor warmth nor ability at least to *feel* accepting. Much more can be done by those with skill and training to make it easier for those without these to do a better job than they are doing. One way this can

be done is by taking the mysticism out of content and instead, spelling out objective guides that are helpful at intake. More time and energy needs to be devoted to the reality of thousands of workers who are not trained and will not be trained except as we train them on the job. We have made one small effort by devising a case review schedule to help our untrained administrator or partially trained supervisor to see the gaps in the service his clients are getting.

I'd like also to see a more realistic "sharing of the brains" or perhaps I should say distribution of the skills. In other words, I'd like to see more and more of our best workers taking on supervisory and administrative responsibility, in agencies with too large case loads and too few workers with the training and experience they should have. As an administrator, I am deeply concerned to see so many of our best workers flocking together to agencies and toward jobs where they are certainly needed, but not so desperately as they are in other places.

As a profession, we deplore corner-cutting and refuse to substitute quantity for quality. I'm glad we are like that, in some ways, but there are many things we can do which will not cut quality as much as we fear:

Can't we cut down first a little more on voluminous recording, endless conferencing and consulting? At least, must we *all* attend every conference? The conferencing, which makes me very uneasy, is the kind, on one case situation, between two agencies, two workers, two supervisors, two supervisors' supervisors, and occasionally, two agency executives. Can you see a doctor saying, "My days are taken up with conferences with other doctors, pathologists, anesthetists, nurses, and hospital administrators. My evenings and my colleagues' evenings are taken up with writing reports on all these conferences, so I will be able to serve only ten of the 300 patients needing my service"?

Then supervisory conferences—social work has made a unique contribution in its development of supervision as a tool—but can't we give a little less time to it? I believe many of our workers would actually develop more fully if we let them carry more responsibility for decisions on their own.

We give constant lip service to the idea of pooling resources, agency by agency, worker by worker, related service by related service, state by state, in order to find and close the

gaps in service. I'd like to hear less talk about this and see more action. This is one of the realities we dodge in seeking a direct route to the stars.

We have a unique and tremendously effective service to give. It is desperately needed by all unmarried mothers and all out-of-wedlock children, those on our case loads, and those who are not.

Let's get on with the not impossible task of providing mass services on an individual basis.

SOME INTERESTING FIGURES ON ADOPTION

DURING the past couple of years, some agencies have commented that the number of applicants to adopt children has been decreasing. This, they say, is true even for the white Protestant infant for whom there has always been a large excess number of applicants.¹

In an effort to learn whether this experience is widespread and how it may be affecting children needing homes by adoption, the League made a limited inquiry. We asked fifty member agencies who offer adoption as one of their services (we selected every third agency in the order of their place in our directory) to report their figures for homes wanting children and children needing adoption at a given time during 1954 and 1957. For the children we requested a breakdown of the figures by age, color and religion for those for whom adoption is the goal (that is, subject to clearance of obstacles such as background, questionable child behavior and legal complications) and for those ready for placement in adoption homes regardless of whether a home is immediately available. For the families wanting children we requested a breakdown by religion and color for those awaiting study, (that is, homes that are not yet being studied), those in the proc-

¹ The move to find adoption homes for older children, for children of racial minorities, for children with various handicaps and those who are emotionally troubled is relatively recent and has called for very special effort and time.

ess of being studied (after decision to study for use and before final approval) and those approved and ready to receive a child.

This statement is based on figures of only 31 agencies because some did not answer, and because a few submitted figures for 1957 but not for 1954. Although this is no longer a good random sample¹ as initially selected, the data offer considerable material for thought and for speculation.

The figures do reveal a decrease in the total number of applicants available for consideration.

Table I
Applicants for Children

	1957	1954
Awaiting study	2,158	3,707
In process of study	1,137	1,002
Ready for child	796	612
Totals	4,091	5,321

Table I shows that in 1957 the 31 agencies had a 23 percent decrease in the total number of families being considered, i.e., awaiting study, in process of study or ready for a child, as compared with the 5,321 in 1954. However in 1957 47 percent of the total of 4,091 homes were in the process of study or ready for a child, as compared with 30 percent of the total of 5,321 homes in 1954. The figures reveal further that while there was a decrease in the number of homes available for consideration, there was a 13 percent increase in the number of homes in the process of study and a 30 percent increase in the number of homes ready for a child. This leads us

¹This is because nineteen of the fifty agencies did not respond or did not respond adequately.

Table III
Adoption Is Goal

	1957				1954			
	White	Negro	Mixed	Total	White	Negro	Mixed	Total
3 mo. and under	106	12	2	120	114	9	4	127
3-6 mo.	66	15	1	82	79	20	..	99
6 mo.-1 yr.	69	28	3	100	86	31	3	120
1-2 yrs.	42	37	1	80	61	21	3	85
2-5 yrs.	72	64	..	136	51	36	1	88
5-8 yrs.	43	14	2	59	34	6	2	42
over 8 yrs.	56	11	..	67	26	2	2	30
Totals	454	181	9	644	451	125	15	591

to speculate, for example, whether public statements that there are more homes wishing to adopt children than children needing adoption may have caused some families to refrain from applying. It also raises the question of whether group meetings of couples prior to the beginning of a study further reduces the number of couples filing applications. Is it likely that the larger proportion of families chosen out of those reflects a more effective screening process, and a more adequate self-selection by applicants. The figures also show a much higher proportion of usable homes currently known to the agencies.

The problem felt by agencies may be due to an increase in the number of children for whom adoption is the goal and who are ready for placement, as seen in Table II.

The greater number of children served by these agencies is encouraging. These 31 agencies show approximately a 26 percent

Table II
Numbers of Children

	1957	1954
Children for whom adoption is goal.	644	591
Children ready for placement.	570	373
Totals	1,214	964

increase in the total number of children being considered for adoption. They show further a 53 percent increase in the number of children ready to be placed, and at the same time a 30 percent increase in the number of homes ready for a child.

The breakdown of the data on children shows other important developments both as to the children for whom adoption is the goal and for those ready to be placed.

From Table III we can see that with respect to Negro children in these agencies, adoption was the goal for 181 in 1957 as compared with 125 in 1954, a 45 percent increase, while Table IV which follows shows that in 1957 an additional 151 Negro children were ready to be placed as compared with 69 in 1954—an increase of about 119 percent.

in 1957 as compared with 129 in 1954—an increase of 74 percent. The greatest increase is for children eight years and over. These agencies were planning for 70 children over eight years of age in 1957 as compared with 30 children in 1954. As for service to Negro children, in 1957 these 31 agencies reported 181 Negro chil-

Table IV
Children Ready to Be Placed Immediately

	1957				1954			
	White	Negro	Mixed	Total	White	Negro	Mixed	Total
3 mo. and under.....	83	9	..	92	60	4	2	66
3-6 mo.....	72	7	..	79	52	6	1	59
6 mo.-1 yr.....	52	34	3	89	45	16	2	63
1-2 yrs.....	44	41	..	85	41	13	2	56
2-5 yrs.....	55	30	2	87	46	21	4	71
5-8 yrs.....	40	6	..	46	22	5	..	27
over 8 yrs.....	68	24	..	92	27	4	..	31
Totals.....	414	151	5	570	293	69	11	373

The racial composition of families shows also an increase in Negro homes in study and ready for children.

Table V shows that 62 families were in the process of study for Negro children in 1957—as compared with 29 in 1954—and 26 families were ready for a child as compared with 16 in 1954. The increase in numbers is small. The discrepancy between the Negro children ready for placement (151) and the homes available to receive them (26) is still very serious, yet the picture is encouraging.

Tables III and IV reveal another important development—increase in the number of older children being served. Table III shows an increase in numbers of all children over two years of age. Adoption was the goal for 262 children in this age group in 1957 as compared with 160 in 1954—an increase of 64 percent—and 225 were ready to be placed

for whom adoption was the goal plus 151 children who were ready to be placed, as compared with 125 Negro children for whom adoption was the goal and 69 ready to be placed in 1954. In other words, over twice as many Negro children were being readied or were ready for adoption in 1957.

On the whole, these data seem to indicate that practice trends in the agencies studied are moving in a favorable direction. This is reflected in the smaller proportion of homes that drop out, in the greater efforts to serve children who are seriously in need of adoption placement—that is, older children and Negro children—and in the larger numbers of all children receiving service from these agencies.

The reader is again reminded that the above data have been obtained from a non-random sample of member agencies, and

Table V

	Homes Awaiting Study		Homes in Process of Study		Homes Ready for Child	
	1957	1954	1957	1954	1957	1954
White.....	2,089	3,641	1,069	973	766	596
Negro.....	65	66	62	29	26	16
Mixed.....	4	..	6	..	4	..
Totals.....	2,158	3,707	1,137	1,002	796	612

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may therefore be subject to any number of biases. Since these biases cannot be known, it is probably best to consider these data as representing conditions in the agencies which responded, and not necessarily in the field as a whole.

HENRIETTA L. GORDON
Director of Information and Publications

NEWS FROM THE FIELD

A NEW organization, a Committee on the History of Social Welfare, has developed from interest crystallized by Karl de Schweinitz' paper at the 1956 meeting of the Council on Social Work Education (*Social Service Review*, June, 1956). An interdisciplinary group composed of social workers and historians, the Committee's purposes relate, on the one hand, to the teaching of social welfare history and, on the other, to the encouragement and facilitating of historical research as a means to broaden and deepen the understanding of the backgrounds of social welfare and social work.

The Committee's first activities include publication of an informational bulletin for the membership, sponsorship of a workshop at the 1957 CSWE meeting in Los Angeles and an outstanding dinner meeting at the 1957 National Conference. Programs are planned for the 1958 meetings of the CSWE and National Conference, and there will be participation in the Winter Meeting of the Mississippi Valley Historical Society. For the present the Committee expects to maintain an independent identity and to seek close relations with the CSWE, NASW and American Historical Society.

Dr. de Schweinitz served as Organizing Chairman of the ad hoc planning committee. Professor Norris E. Class of USC is the present chairman. Charter membership is open to all interested persons. Annual dues are \$2.50. Complete information may be secured from the secretary-treasurer, Dr. Ralph E. Pumphrey, Graduate School of Public Administration and Social Service, New York University, Washington Square, New York 3, N. Y.

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READERS' FORUM

Potentialities of Day Care

To the Editor:

I read your editorial in the October issue of CHILD WELFARE with a great deal of interest. During the last few years I have had some question as to whether families who are in a state of collapse really do need foster care in the traditional sense, or whether the field of child welfare should not take a new look at the potentialities of day care.

A good, well-run day care unit can prevent the separation of a family under pressures when the parents can, with the help of this service, continue to provide good home care. This can be done without presenting the problems of children identifying themselves with two sets of parents because, on the whole, the day care program is more acceptable to the inadequate parent. This is because it does not offer the threat of rivalry implied

in foster home care. I can give you a few concrete instances of this:

A few months ago a social worker from the Department of Welfare called our family counselor to ask for day care for three-year-old twin boys. Their father was mentally ill, and although not under institutional care, was no longer providing steadily for his family, which had reached the point of destitution; the mother, a nervous, high-strung woman, was also on the point of becoming mentally ill. The social worker asked if we would consider day care for the twins while the Department of Welfare worked on a rehabilitation program with the parents, and we were happy to join the team.

Since the little boys' admission, there has been a marked improvement in the mother's appearance and general attitude toward life, and it has meant a great deal of security to the little boys, who really have a very difficult home life. The father is still in and out of the home, and cannot be brought under treatment, but at least the mother is beginning to have a sense of structure and stability in her daily life through her children's attendance at the nursery. In addition, she does not have the added emotional stress of the home disintegrating completely, and having to share her children with another "mother."

The second family who have accepted day care well, and have been able to hold their family together because of the service we have given, is a refugee family who were referred to us by the Jewish Family Service.

The mentally ill mother and the four-year-old child were in such a constant state of friction that the father was afraid his wife would do some harm to the child in his absence at work. We were able to arrange for the father to bring the little girl in the morning and call for her on his way home from work in the evening. On week-ends, he is able to act as a "buffer" between mother and child. With the continuing work of the Jewish Family Service with the mother, this home has also remained together instead of disintegrating completely, or being afflicted by some appalling tragedy.

Recently our family counselor had an intake interview with a young father who had been left by his wife's death the sole parent of a three-year-old girl.

He has a married sister who lives in another apartment in the same house. She is willing to help him with his marketing and housekeeping, but not willing to assume daily responsibility for the child. We have arranged that he will bring his daughter in the morning and call for her on his way home from work. He will thus

be able to keep his home together, and the little girl will not have the confusion of identifying with two sets of parents.

We do a very careful intake at this day care center, and I am convinced that many of the families who bring their children to us can accept this care with much less emotional friction than they could foster family placement. The children can look to a certain stability of structure in their lives which makes it possible for them to endure the inadequacies of their home lives. We are conscious of the protective aspect of our work in some cases, and our family counselor gives a great deal of intensive support to those parents who are really overwhelmed with their responsibilities, and do not want to be bad parents, but at the same time without a great deal of supportive help could disintegrate and become the traditional stereotype of bad parents.

I am convinced that the child welfare field is not using the potentials of good day care. We should give a great deal more attention to it, and possibly re-orient local children's services to the need for more money for the day care units, which in so many towns tend to be the step-children of the child welfare field.

In our new building we are restoring a service which was discontinued due to the inadequacies of our present building—the care of children from the first grade up to about nine years of age. We intend not to extend the "day nursery" program to this age, but to set up an entirely separate unit geared to the needs of these children who, often, because they become too old for the traditional day nursery program, have only the streets to resort to after school and throughout the summer months, because either the mother has to be out of the home working, or else the housing or family situation is such that the children are not able to spend time in their own homes during the day.

GLADYS GODDARD

Captain

Salvation Army Settlement and Day Nursery
Providence, R. I.

BOOK NOTES

If You Adopt a Child, by Carl and Helen Doss, Henry Holt and Co., N. Y., 1957. 368 pp., \$4.95.

Carl and Helen Doss have sought to accomplish a dual purpose in writing this book and by so doing have made a definite contribution to the rather limited literature on this subject. In undertaking to compile a directory of all the adoption agencies in the United States, its territories and Canada, they have chosen a responsibility of monumental proportions. This is particularly true since they have included considerable pertinent identifying information about many agencies and the laws of the states in which they are located. While the directory includes a comprehensive outline of general information and is perhaps one of the few of its kind in existence, it is unfortunate that for some agencies this information is not completely accurate.

The first part of the book discusses many specific aspects of adoption. Again, while it is intended to be a source of information for potential candidates for adoption and those who have already experienced adoptive parenthood, there is no doubt that the authors' personal philosophy, based on their own experiences in acquiring their large family, is incorporated. This section combines a personal philosophy and information gathered from many adoption agencies throughout the country.

Nevertheless, authorities in the field will take issue with some of the practices described, for instance the validity of the statements regarding placement of children referred to on page 89 as "emotionally handicapped." There would be some disagreement with the authors that "many such children are now placed directly in their adoptive homes—whenever a warm understanding couple is found who can have faith in the child and his future."

The section on "The Telling of Adoption" is handled with unusual clarity and sensitivity. It makes a distinct contribution to an aspect which still needs considerable clarification.

The authors seem to have encompassed quite fully and with facility an extremely complex subject. The book reads easily. The material is presented in an interesting, narrative form. Certain sections will have particular significance for adoptive parents, others for those who have adopted and still others for those who are interested in the field of adoption.

HELEN FRADKIN

Consultant, Child Welfare League of America

Supervision as Co-operative Action, by Muriel Crosby. New York: Appleton-Century-Crofts, Inc., 334 pp. \$3.50.

A book about the supervision of teachers in American public schools. With utmost simplicity, Miss Crosby writes of supervision as a service to and resource for the teacher—especially the beginning teacher. This concept of supervision she contrasts with ones which prevailed earlier (and sometimes still survive) in public school systems. Some of these the author describes as authoritative or "I-have-the-answer" type and others she terms the inspectional or "spying-over-the-transom" kind.

The aim of education is to release the child's creative potential, Miss Crosby reminds us. To achieve this aim, she believes the teacher's own creative potential should and can be released by supervision that is humanly warm, informed, constructive and resourceful. In developing this theme she presents illustrations drawn from a wealth of experience with school systems and all the individuals they touch: school board members, superintendents, principals, supervisors, teachers, experienced and inexperienced, children of various ages, and their parents.

Of special interest to social workers are Chapters V, "Conferences—a Process in Supervision"; VIII, "Group Work Has Advantages"; and XII, "Action Research," by which Miss Crosby means "to help participants become aware of needed changes in the educational program and of ways in which such changes may be brought about."

Social workers will regret Miss Crosby's scant consideration of the help that supervisors can offer teachers in understanding the role of the school social worker. They may also have misgivings about the effect of some of the home visits suggested by Miss Crosby—visits to the child's family, with the supervisor or principal accompanying the timid teacher.

In one important respect Miss Crosby defines supervisory responsibility quite differently from the way it is defined in most social agencies. She urges that the supervisor's records of her work with teachers never be used "as administrative weapons for evaluating, rating or discharging teachers." While advocating the development of fine teaching standards, she nevertheless leaves the reader wondering how these are to be attained if the supervisor's rich fund of knowledge about individual performance is to be withheld from administrative decisions about merit. That skillful supervision can be candidly evaluative and at the same time can include the close supporting element Miss Crosby pleads for, is a realization that seemingly belongs to social work and is little shared by secondary education.

On the other hand, students of supervision in social work will find much to admire and learn in Miss Crosby's concept of the supervisor as an individual of great resourcefulness in her own field—one whose efforts are most effective when steadily oriented to the structural realities and the social values of her professional setting as well as to the feelings and needs of those under supervision.

GOLDIE BASCH FAITH, D.S.W.

*Professor of Social Case Work,
The University of Pennsylvania School of Social Work*

The Emotionally Disturbed Child, by Margaret W. Gerard. New York: CWLA, March, 1956. 168 pp. \$2.25.

Professional people in the children's field who have had little training in dynamic psychology—and who regret it—often ask where to begin reading. I've found this a

difficult question to answer. There isn't any one book that leads the beginner by the hand from the basic principles up through an explanation of the everyday problems that confront the physician, nurse, social worker, psychologist and teacher who take care of children. Most of the books and articles in the journals presuppose considerable knowledge or are limited to a narrow range.

But this collection of ten papers by Margaret Gerard, (which I, unfortunately, didn't know existed until it was reprinted in the spring of 1957), struck me immediately as an excellent book for the person who doesn't have too much background yet who is eager to read something that has real meat in it, covers a lot of ground and is written with an explanatory spirit in non-technical English.

I don't want to give the impression that the articles are simplified summaries for the student. Those on the meaning of enuresis in boys and in girls, and on tics, are pioneering studies which brought clarity to obscure subjects and which have remained classics. I had found them invaluable in the practice of pediatrics and in teaching. The study of the emotional factors in childhood asthma and other psychosomatic conditions are also fundamental contributions to our understanding. The paper on the prevention of trauma in child placement is particularly important for social workers but it has implications for the physician, nurse and teacher.

The lead article, "The Emotional Disorders of Childhood," condenses a tremendous amount of knowledge into 32 pages. If it is read with the care which it deserves, it will reward the reader with a sound conception of the whole field. It also provides an excellent bibliography.

Best of all, to me, is the report of the treatment of a seven-year-old girl with enuresis. People without first-hand experience have often asked for a description of a psychoanalysis but in most published cases the material has proved too voluminous and the reasoning too complex to be a satisfactory

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explanation. The case analyzed by Dr. Gerard is a jewel in that the material is crystal clear, the treatment deft and rapidly successful. The reader gets the deceptive impression "Why, it's easy! I'd like to cure people that way myself."

I'd say to physicians, social workers, nurses, psychologists, teachers who want to learn: Here is a book for you. It's understandable, it's full of riches and it's surprisingly inexpensive.

BENJAMIN SPOCK, M.D.

CLASSIFIED PERSONNEL OPENINGS

Classified personnel advertisements are inserted at the rate of 15 cents per word; boxed ads at \$7.50 per inch; minimum insertion, \$3.00. Deadline for acceptance or cancellation of ads is eighth of month preceding month of publication. Ads listing box numbers or otherwise not identifying the agency are accepted only when accompanied by statement that person currently holding the job knows ad is being placed.

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CASEWORKERS (3), needed to complete further enlargement of professional staff to 64 caseworkers and 11 supervisors. Offices in Los Angeles, Long Beach, and San Fernando Valley. Prefer 2 years' graduate work but will consider 1 year. Ours is an expanding public adoption agency—where quality in service to clients is foremost consideration. Beginning annual salary, \$5004. Annual increments bring salary to \$6192 at end of 4 years' employment. Good retirement plan; adequate vacations and sick leave provisions. Consider Southern California where the days are comfortably warm and the nights are cool. All positions filled in accordance with provisions of the Los Angeles County Civil Service Commission. Apply Director, Los Angeles County, Bureau of Adoptions, 2550 W. Olympic Blvd., Los Angeles 6, Calif.

CASEWORKER. Completely fee-supported, nonsectarian, licensed adoption agency maintaining continuing research program as well as complete adoption services. Liberal personnel practices including agency paid medical and insurance plan. Required: MSW and child or family welfare experience; would consider recent graduate without experience. Range: \$4200-\$6000. Beginning salary related to qualifications. Ben Hoffman, Executive Director, The Adoption Institute, 1026 S. Spaulding Ave., Los Angeles 19, Calif.

LOS ANGELES—Openings for two caseworkers with graduate training in expanding family and child welfare agency—multiple services including marital counseling, unmarried parents, financial assistance, child placement in foster home care and group care, psychiatric consultation. Highly qualified supervision. Standard personnel practices. Opportunities for advancement. Salary \$4572-\$6384 depending on training and experience. Write: Rev. William J. Barry, Assistant Director, Catholic Welfare Bureau, 855 S. Figueroa St., Los Angeles 17, Calif.

CASEWORKER II in child placement agency. Service includes intensive casework with deeply troubled parents and children. Psychiatric consultation. Excellent personnel practices, Social Security, retirement, and health insurance. Requirements: Master's degree social work school and potential of being creative. Salary \$4572-\$5712. Clyde S. Pritchard, Executive Secretary, Children's Bureau of Los Angeles, 2824 Hyans St., Los Angeles 26, Calif.

CASEWORKERS: Immediate opening in progressive child welfare agency for professionally trained Catholic caseworkers, with or without experience. Case load includes children in foster homes and institutional placements; limited adoption service; work with unmarried mothers; and service to children in own homes. Agency policies flexible. Good personnel practices, supervision and congenial staff. Starting salary \$4740-\$5372, dependent on qualifications. Agency located in state capital, focal point of state's large social welfare program. Wide variety of educational and recreational facilities available. Apply: Rt. Rev. Msgr. T. H. Markham, MSSW, Catholic Welfare Bureau, 924-11th St., Sacramento 14, Calif.

LOS ANGELES — CASEWORKERS II and III (2) in parent-child guidance service to families with troubled boys between the ages of 6-18; psychiatric and psychological consultation available. Requirements: Master's degree social work school; Grade III—five years' experience following graduation preferred. Salary, Grade II — \$4572-\$5712; Grade III—\$5112-\$6384; five-step plan. Social Security and retirement, health insurance paid by agency. Milton L. Goldberg, Executive Director, Jewish Big Brothers Association, Room 366, 590 N. Vermont Ave., Los Angeles 4, Calif.

CASEWORKER to organize Catholic Social Services in Southern California county. Training, experience and maturity desirable. Los Angeles institutions used. Duties to include developing program, representing agency in community, casework services. Salary increments to \$6000. P. O. Box #2194, Uptown Station, San Bernardino, Calif.

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SAN FRANCISCO, CALIFORNIA: Openings for professionally trained family and child welfare caseworkers in large, multiple-function agency with professional staff of 64. Grade I to \$4908; Grade II to \$5424; Grade III to \$6132. For further information and description of grade qualifications write: Executive Director, Catholic Social Service of San Francisco, 1825 Mission St., San Francisco 3, Calif.

CASEWORKER, Master's degree or 1 year's graduate training plus family or children's casework experience in progressive public welfare program. Beautiful Marin County 20 minutes north of San Francisco. Psychiatric consultation available. Salary \$4980-\$6060. Apply Marin County Welfare Department, 622 4th St., San Rafael, Calif.

COME TO COLORFUL COLORADO! Immediate positions available for child welfare workers in CWLA and APWA agency. Salary range \$4020-\$5256. One year graduate training required. Excellent benefits, professional supervision, and unusual opportunity for development in well-rounded child welfare program. Write Personnel Officer, Denver Department of Welfare, 777 Cherokee, Denver, Colo.

CHILD WELFARE WORKER in suburban-rural county adjacent to Denver. Good supervision, varied case load. 1 year's graduate training required. Paul A. Stout, Director, Arapahoe County Department of Public Welfare, Littleton, Colo.

CASEWORKERS in private, nonsectarian, statewide, multiple-function agency. Small case loads, excellent supervision, student training program, psychiatric consultation. Openings in Hartford in newly established Protective Service Unit, in child placing, in Residential Treatment Center, and in Adoption Department. Other openings in Torrington and Norwalk District Offices. Social Security and retirement. Requirements: Master's degree social work. Present salary scale \$4100-\$5600—January 1958 scale, \$4500-\$6600. Initial salary based on qualifications. C. Rollin Zane, Executive Director, Children's Services of Connecticut, 1680 Albany Ave., Hartford 5, Conn.

CASEWORKER in family and children's agency, providing family casework, child welfare services, foster home placement, and adoption. Good personnel practices. Requirements: MSW. Salary \$4260-\$5820. Social Security and retirement. Rev. Joseph P. Rewinkel, Associate Director, Diocesan Bureau of Social Service, 259 Main St., New Britain, Conn.

CASEWORKER in family-children's service agency providing family casework, specialized services to unmarried mothers, child placement and adoption. Salary comparable with good practice. Social Security and retirement. Write Miss Jane K. Dewell, Executive Secretary, Catholic Social Service Bureau, 478 Orange St., New Haven, Conn.

CASEWORKER in multiple-function, private, nonsectarian, child welfare agency. Case load of emotionally disturbed children in institutional setting. Psychiatric consultation. Good personnel practices. Top salary limit \$5600. Minimum requirement: two years' graduate social work training. Complete details by writing Anna K. Buell, Casework Supervisor, Children's Center, 1400 Whitney Ave., New Haven, Conn.

DISTRICT SECRETARY for multiple-function Catholic agency in small community. Master's degree required. Salary \$5000-\$6100, depending on training and experience. Write Director, Diocesan Bureau, 42 Jay St., New London, Conn.

ADOPTION CASEWORKER. Private, statewide children's agency giving temporary boarding care and adoption services. Excellent personnel practices and supervision plus psychiatric consultation. MSW and 2 years' experience in child placing required. Salary \$4000-\$6000 based on experience. Write Miss Elizabeth S. Townsend, Executive Director, Children's Bureau of Delaware, 1310 Delaware Ave., Wilmington 6, Del.

MIAMI—OPPORTUNITY FOR YOUNG CASEWORKER in interracial, nonsectarian child-placement agency offering foster care and adoption services. Requirements: Master's degree social work school. Previous experience unnecessary. Interest in treatment of disturbed children an asset. Psychiatric consultation available. Salary scale \$4000-\$6000. Appointment salary dependent on experience. Write Mrs. Margaret Harnett, Executive Director, Children's Service Bureau, 395 N. W. First St., Miami, Fla.

EXECUTIVE DIRECTOR for small treatment center for young emotionally disturbed children in Chicago area. Salary commensurate with experience. CWLA member. Write Mr. Arthur Rooney, North American Life Insurance Co. of Chicago, North American Bldg., 36 S. State St., Chicago 3, Ill.

CASEWORKER: Nonsectarian private agency offering family counseling, child placement, homemaker service, service to unmarried mothers, and adoption. FSAA and CWLA member. Full professional training preferred; will consider 1 year's training plus experience. Scholarship program available for completion of graduate education. Very highly experienced and skilled supervisors; psychiatric consultation. Alert and active board; many opportunities for staff participation in joint board-staff and community projects. Health and welfare retirement and Social Security benefits. Excellent personnel practices and working conditions. Offices in pleasant residential section of expanding industrial community, close to Chicago, St. Louis, and state capital of Springfield. University town. Liberal allowances for professional development and stimulation through seminars, conferences, etc. Salary open to negotiation. Write Konrad Reisner, Executive Director, Child and Family Service, 2142 N. Knoxville Ave., Peoria, Ill.

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CASEWORKERS (2) — Graduate training for Catholic agency serving families and children, counseling foster homes and adoptions. Write Catholic Charities, 830 E. Monroe St., Springfield, Ill.

SPECIALIZED GROUP CARE FACILITY, heavily endowed, needs imaginative, creative, resourceful person to help develop treatment services. Coordinated program with Child & Family Service (CWLA, FSAA); psychiatric resources available. Located in pleasant residential section of large, attractive university city in Illinois river valley, 150 miles from Chicago. Minimum requirement MSW. Salary open to negotiation. "Live in" not expected. Write Konrad Reisner, Executive Director, Children's Home, 2130 N. Knoxville Ave., Peoria, Ill.

CHILDREN'S WORKER. Case-work position in voluntary, non-institutional CWLA agency offering excellent supervision for both experienced and inexperienced workers. Top personnel practices and new salary ranges make this a particularly attractive position. Write, giving qualifications, to K. W. Hardy, Children's Bureau, 615 N. Alabama St., Indianapolis 4, Ind.

CASEWORKERS (2), 1 for adoption, 1 for undifferentiated case load. Voluntary, statewide, nonsectarian agency. CWLA member. Foster home, group home, institutional placement; unwed parents; adoption. Expansion 1958 requires additional staff. MSW required. Adoption job requires some travel. Iowa Children's Home Society, 2203 Grand Ave., Des Moines, Iowa.

CASEWORKERS (2)—1 for adoption and 1 for diversified case load in private nonsectarian agency. Psychiatric consultation; good personnel practices; student training program; Social Security and retirement; salary dependent on training and experience. Apply Children's Agency, 320 E. Gray St., Louisville, Ky.

CATHOLIC CASEWORKER to fill position jointly sponsored by Catholic Service Bureau and Family Service Society. Can appoint at \$4790. Family counseling and child welfare case load. Retirement plan, Social Security, and other benefits. Ideal location in heart of vacation area. Write Albert G. Dietrich, Director, Family Service Society, 9 Broad St., Bangor, Me.

CASEWORKER in small child care agency. Requirements: Master's degree social work school, preferably with experience in foster home and adoption services. Salary \$4000-\$4800. Can appoint at \$4400 if qualifications warrant. F. Reid Isaac, Executive Director, Board of Child Care, Baltimore Annual Conference Methodist Church, 516 N. Charles St., Baltimore 1, Md.

EXECUTIVE DIRECTOR, Boys Home Society, small private residential casework program for 16-18 year-old male, employed youths. Requirements: Master's degree social work, 5 years' recent employment in children's services, 2 years of which must have been in supervisory or administrative capacity in casework program. Salary: \$6500-\$8900, appointment within this range. Write James F. Whitescarver, Chairman, Personnel Committee, Box 326, Baltimore 3, Md.

ADOPTION CASEWORKER in agency with growing adoption program. Excellent supervision. Present salary range \$4000-\$5000. Family and Children's Society, 204 W. Lanvale St., Baltimore 17, Md.

CASEWORKER in agency offering family and personal counseling and homemaker service. Psychiatric consultation, excellent supervision. Present salary range \$4000-\$5000. Family and Children's Society, 204 W. Lanvale St., Baltimore 17, Md.

DISTRICT SUPERVISOR—non-sectarian, statewide agency providing services for unmarried mothers, foster care, adoption and services to children in own homes. Salary \$5000-\$6000. Starting level dependent on experience. Can appoint at \$6000. Master's degree social work required; child welfare and supervisory experience preferred. Opportunity to work with lay committees and community groups. Miss E. Elizabeth Glover, Executive Director, Maryland Children's Aid Society, Inc., 5-7 W. 29th St., Baltimore 18, Md.

SUPERVISOR in multiple-service children's agency, to supervise workers carrying undifferentiated case loads. Master's degree social work, plus experience in supervision. Salary based on qualifications. Richardson L. Rice, Executive Director, New England Home for Little Wanderers, 161 S. Huntington Ave., Boston 30, Mass.

INTAKE WORKER responsible from initial interview to completion of social study, for all categories of agency service, including children for in-patient diagnostic study home. Requirements: Master's degree social work school plus experience, preferably in child placement. Salary \$4000-\$6000. Appointment salary dependent on experience, Richardson L. Rice, Executive Director, New England Home for Little Wanderers, 161 S. Huntington Ave., Boston 30, Mass.

CASEWORKERS (2) for branch offices of The New England Home for Little Wanderers. Duties include foster home placement, casework with unwed mothers, adoption and referral to central office study home. Personnel practices and salary scale being revised. 1 vacancy in State of Maine Branch, Miss Mary A. Krick, Director, 237 Main St., Waterville. 1 in Aroostook County Branch, Mrs. Edith Anderson, Director, Ritchie Block, Caribou. Interviews may be arranged with Richardson L. Rice, Executive Director, New England Home for Little Wanderers, 161 S. Huntington Ave., Boston 30, Mass.

FAMILY AND CHILDREN'S AGENCY in city of 43,000, 50 miles from Boston, offers 2 opportunities. Assistant Executive Secretary, graduate training required, children's agency experience preferred. Case-worker, professional training required, preferably with some experience in adoption work. Integrated case load, salary open, Social Security, Blue Cross-Blue Shield, Health and Welfare Retirement Plan. A busy agency close to community needs. Mrs. Flavilla M. Vogel, Executive Secretary, Children's Aid and Family Service, 47 Holt St., Fitchburg, Mass.

CATHOLIC AGENCY offering services to families and children has positions available in various casework job classifications. Possible salary range to \$6400 depending on qualifications. Progressive personnel practices, agency consultation service from related professional disciplines. Apply Catholic Social Services of Wayne County, 9851 Hamilton Ave., Detroit 2, Mich.

CASEWORKER, male, for case load of emotionally disturbed children in foster homes, our own study home, or group homes; psychiatric and psychological consultation available on staff. Requirements: Master's degree social work school plus experience, preferably in child placement. Salary \$4000-\$6000. Appointment salary dependent on experience. Richardson L. Rice, Executive Director, New England Home for Little Wanderers, 161 S. Huntington Ave., Boston 30, Mass.

CASEWORKER for private nonsectarian foster home placement agency. MSW desired. Salary range \$4900-\$6400. Opportunity for supervisory experience for qualified worker. CWLA member. Social Security and retirement plan. D. A. Blodgett Home for Children, 805 Leonard St. N. E., Grand Rapids, Mich.

EXECUTIVE SECRETARY, \$7000 to start. Private nonsectarian agency specializing in foster home care, adoptive placement and casework to unwed mothers needs MSW executive. Extensive casework experience in child welfare, administrative or supervisory experience important. Agency recently completed modern, air-conditioned clinic-office building. CWLA member; national health and welfare retirement plan; Social Security. Write Dr. Ray E. Stevens, Jr., Personnel Committee, D. A. Blodgett Home for Children, 805 Leonard St. N. E., Grand Rapids, Mich.

CASEWORKER, private, nonsectarian children's placement agency with boarding home, adoption and unmarried mother services. MSW required. Salary range \$4400-\$6100. National retirement and Social Security. CWLA member. For information write Stanley L. Venner, Executive Secretary, Michigan Children's Aid Society, Flint Branch, 200 E. Kearsley St., Flint 2, Mich.

WOMAN CASEWORKER, trained. Young expanding, progressive suburban Catholic agency. Exceptional benefits, highest standards, real opportunity. Excellent salary. 5 miles from Detroit. Catholic Social Services of Oakland County, Leonard Jagels, 602 Main St. N., Royal Oak, Mich.

TRAINED PARENT-CHILD COUNSELOR and placement worker. Some direct therapy of children, with psychoanalytic consultation. Appointment from \$5500 up. Beautiful city of inland lakes and active cultural life. Write Callman Rawley, Jewish Family & Children's Service, 404 S. 8th St., Minneapolis 4, Minn.

CASEWORKER, multi-function agency. Small branch office in beautiful resort area of Michigan. MSW and ability to drive required. Salary within \$4500-\$6500 range, depending on experience. Retirement, Blue Cross, mileage if own car used, opportunity to participate in community organization and administration, psychiatric consultation. Write T. Kevin Glynn, Supervisor, Catholic Service Bureau of Grand Rapids, Traverse City Division, 111 Boardman, Traverse City, Mich.

CASEWORKER, female, \$4600-\$5000. 2 years' graduate training or equivalent and 2 years' experience desirable. 10-18 in case load in open progressive children's institution. Some treatment cases. Psychiatric and casework supervision. Weekly case and administrative conferences with director, psychiatrist and house-parents. Written personnel practices including Social Security, retirement plan, free lunch, time off for professional seminars, sick leave, 4 weeks' vacation. Write Marvin J. Goodrich, Director, B. R. O. Girls Club, 2236 Tower Grove Ave., St. Louis 10, Mo.

SOCIAL WORK OPENINGS in rapidly expanding State Welfare Department. Vacancies for Field Representative, \$487-\$589, Child Welfare Consultant, \$487-\$589 (headquarters, Reno); Public Welfare District Administrator, \$442-\$536 (Las Vegas); Social Casework Supervisor, \$421-\$511 (Reno); Principal Public Welfare Worker, \$421-\$511 (Elko, Fallon); Senior Child Welfare Worker, \$382-\$464 (Las Vegas, Carson City); Senior Public Welfare Worker, \$382-\$464 (Hawthorne). Graduate work required, with some substitution for experience. For particulars write Nevada State Welfare Department, P.O. Box 1331, Reno, Nev.

FIELD SUPERVISOR, Child Welfare Services. Supervise administration of child welfare and related programs in a number of counties comprising a district. Requirements: Master's degree social work; 3 years as child welfare worker including 1 year at level of child welfare worker II or equivalent. Salary \$390-\$485. Experience will be considered in fixing amount of salary.

CONSULTANT to child-care institutions. Consultation with county departments, public and private child-care institutions, and voluntary child-placing agencies. Implementation and coordination of activities involving child care and child placement. Requirements: Master's degree social work, 3 years as child welfare worker, including 1 year at level of child welfare worker II or equivalent. Salary \$390-\$485. Experience will be considered in fixing amount of salary. Write to Joseph H. Roe, Director, Division of Child Welfare Services, Box 1723, Helena, Mont.

SUPERVISOR — multiple-service agency providing family casework counseling, services to unwed mothers, child placement and care, Travelers Aid. Active staff development program. Requirements—Master's degree, successful practice in child care. Retirement, Social Security. Appointment on scale commensurate with experience, up to \$6200. Address Curtis Coe, Executive Secretary, Family and Child Service, 1504 Dodge St., Omaha 2, Nebr.

CASEWORKER in nonsectarian, multiple-function child welfare agency. Case load of counseling to unmarried mothers, foster home care, protective service, and adoption. Good personnel practices. Salary range \$4200-\$5800 depending on experience. Minimum requirement 2 years' graduate social work training. Located 1 hour from New York City. Write Miss Vinnie van Hoogenstyn, Executive Director, Children's Aid and Adoption Society, 439 Main St., Orange, N. J.

CASEWORKER in program of specialized foster care, service to unmarried mothers, and adoption. Seminars; consultation with and participation in multi-disciplined diagnostic and treatment team of staff. Professional school graduates without experience now start at \$4400; Range under constant review. Agency planning, in consultation with FSAA and in affiliation with regional citizen group, to establish demonstration unit of family service in 1958 in uncovered area of state. Write Mrs. Jeanette H. Melton, N. H. Children's Aid Society, 170 Lowell St., Manchester, N. H.

CASEWORKER. Congregate institution for 50 school-age children. Supervision, psychiatric consultation. Master's degree social work preferred. Would consider person with 1 year's graduate training interested in work-study plan at nearby social work schools. Salary range \$3600-\$4200. Write Miss Elvira Jones, Executive Director, Home for Foster Care, 284 Broadway, Newark 4, N. J.

WONDERFUL OPPORTUNITY for worker with adoption experience in largest adoption agency in state. Program expanding especially in placement of Negro children for adoption. Requires Master's degree. Salary based on experience and evaluation of work. Located 1 hour from New York City. Write Miss Vinnie van Hoogenstyn, Executive Director, Children's Aid and Adoption Society, 439 Main St., Orange, N. J.

NEW MEXICO in the mild Southwest offers excellent opportunities for child welfare workers (starting salary \$3760), senior child welfare workers (starting salary \$3900), and child welfare case supervisor (starting salary \$4140) in Department of Public Welfare. CWLA member. Write Merit System, Box 939, Santa Fe, N. Mex.

CASEWORKER, MSW degree. Can appoint at \$4800. Excellent opportunity for varied experience in private family and children's agency, particularly in initiating a home-maker service. Good supervision and personnel practices; psychiatric consultation. Write Perry J. Gangloff, General Secretary, Family & Children's Service Society, 32 Henry St., Hamamton, N. Y.

CASEWORKERS, MS. Child placement agency providing foster home and group care. Qualified supervision, psychiatric consultation, student training program. Salary range \$4200-\$5700. Can appoint at \$4500. Write Miss Evelyn M. Mowitz, Director Social Service, Brooklyn Home for Children, 67-35 112th St., Forest Hills, N. Y.

CASEWORKERS, MSSW. Beginners or experienced. Part-time considered. Foster home program and adoption. Good supervision. Psychiatric consultation. Salary to \$4800 in accordance with experience. Supervisory opportunity available. Apply Catholic Home Bureau, 122 E. 22nd St., New York 10, N. Y.

CASEWORKER, fully trained, experience preferred. Group care, foster home and adoption placement, services to unmarried mothers. New York City area only. Excellent consultation. Caseworker salary range \$4400-\$6450. Present professional staff of 9. Lutheran Child Welfare Association, 422 W. 44 St., New York 36, N. Y. Arnold H. Bringewatt, Executive Secretary.

CASEWORKER, professionally qualified, in adoption agency. Work primarily with adoptive applicants and in placement and supervision of children. Agency offers good supervision and opportunity to work closely with other disciplines: psychiatry and psychology. Good personnel practices. Salary \$4100-\$6200. Helen Montgomery, Spence-Chapin Adoption Service, 6 E. 94 St., New York 28, N. Y.

CASEWORK POSITIONS—New York City Youth Board, Service to Families and Children. A number of openings exist throughout the city in this growing family-centered pioneer service. Intensive casework treatment program. Psychoanalytic consultation and psychological service. Many opportunities for staff development. Student training program. No residence requirement. Requirements: graduation from accredited social work school. Salary: \$4790-\$5990. Direct replies to: Miss Ruth Chaskel, Coordinator, Service to Families and Children, New York City Youth Board, 79 Madison Ave., New York 16, N. Y. MUrray Hill 5-8600.

INSTITUTIONAL DIRECTORS and house parents. We specialize in the placement of administrative personnel for child care institutions. **GERTRUDE R. STEIN, INC.,** Vocational Service Agency, 64 W. 48 St., New York City.

CASEWORKERS, professionally trained, to form an additional unit in young rapidly growing agency specializing in temporary foster home care of children. Salary scale \$4300-\$5800. Write Miss Merle E. MacMahon, Windham Children's Service, 80 Fifth Ave., New York 11, N. Y.

PSYCHIATRIC CASEWORKERS—specialized child guidance program in progressive parochial school system. Psychiatric direction; strong professional supervision. Excellent personnel practices. Retirement and Social Security. Salary \$4650-\$7200, depending on experience. Positions available January 1, 1958. Write Catholic School Guidance Unit, 50 Chestnut St., Rochester 4, N. Y.

ADOPTION CASEWORKER—Master's degree. Progressive multiple-function agency in metropolitan area of 500,000. Excellent personnel practices. 4 weeks' paid vacation. Retirement and Social Security. Salary \$4400-\$6240 on regular increment plan. Strong professional supervision. Catholic Family Center, 50 Chestnut St., Rochester 4, N. Y.

CASEWORKERS—Master's degree. Progressive multiple-function agency. Broad program of family and child care. Strong professional supervision and psychiatric consultation. Student program. Excellent personnel practices. Retirement and Social Security. 4 weeks' paid vacation; opportunity for advancement. Salary \$4400-\$6240 on regular increment schedule. Catholic Family Center, 50 Chestnut St., Rochester 4, N. Y.

SOCIAL CASEWORKER for children's orthopedic rehabilitation center in Westchester County. Master's degree required; experience preferred. Salary open. Transportation provided. Liberal personnel policies. LYric 2-7555 or write Blythedale, Valhalla, N. Y.

CHIEF CASEWORK SUPERVISOR, female, Master's degree or equivalent. Residential training and treatment school for teen-age girls. Psychiatric and psychological clinic. Salary \$5000-\$6000. Apply Superintendent, Blossom Hill School, Brecksville, Ohio.

CASEWORKER, professionally trained, for progressive Catholic family and children's agency. CWLA member. Student affiliations with Western Reserve University and Catholic University of America. Regular psychiatric consultation. Diversified case load and strong supervision. Good personnel practices. Salary range, \$4200-\$6100. Write Miss Doris Lawler, Catholic Service League, 138 Fir Hill, Akron 4, Ohio.

CLINICAL DIRECTOR in charge of programs; female, preferably Ph.D. in clinical psychology with educational and casework knowledge desirable. Residential training and treatment school for teen-age girls. Salary depends on qualifications. Apply Superintendent, Blossom Hill School, Brecksville, Ohio.

ASSISTANT COORDINATOR—services for preschool blind children and parents. Exciting opportunity for creative approach on statewide basis to develop coordinated services in health, education and welfare. Initiative and willingness to travel essential qualifications for professionally trained caseworker. Write Mr. Robert B. Canary, Chief, Division Social Administration, Department Public Welfare, Oak at Ninth St., Columbus 15, Ohio.

CASEWORKERS for public child care agency serving Columbus and Franklin County. Agency must expand present services and develop new ones to meet the needs of growing community. Opportunities for service and professional advancement in foster care, group care, protective services, adoptions, and homefinding. Good personnel practices. Starting salary for MSW \$4320-\$5520 depending on qualifications. Annual increments. James W. Grant, Franklin County Child Welfare Board, 1951 Gantz Rd., Grove City, Ohio.

CASEWORK SUPERVISORS for public child care agency serving Columbus and Franklin County. If you have experience in protective services, foster care, or homefinding, we need your skill in training a growing staff. Psychiatric consultation and psychological service within agency. Training affiliation with Ohio State University. Good personnel practices. Starting salary \$5520-\$7200 depending on qualifications. Annual increments. James W. Grant, Franklin County Child Welfare Board, 1951 Gantz Rd., Grove City, Ohio.

EXCELLENT POSITION for casework supervisor with multiple-service Lutheran agency. Liberal personnel policy. Equitable remuneration. Write the Rev. F. R. Stoneburner, Executive Director, The Lutheran Inner Mission League, 201 Commercial St., Dayton 2, Ohio.

ADOPTION SERVICE — Caseworker in family and children's agency. Good personnel policies, psychiatric consultation, student training, retirement plan. Salary range up to \$6500. New, modern air-conditioned offices. Write Howard Hush, Family and Children's Service Association, 184 Salem Ave., Room 120, Dayton 6, Ohio.

CASEWORK SUPERVISOR in child-placement agency, staff of 10, developing family-children's service. Salary range \$5000-\$6000. Master's degree social work, experience required. Agency serves industrial-farming county of 100,000 in beautiful mountain setting. Excellent railroad service. Psychiatric clinic under way. Active professional group. Vital affiliation with Children's Aid Society of Pennsylvania. Write Mrs. Annabelle K. Gunnett, Executive Secretary, Blair County Children's Aid Society, 1212-14th Ave., Altoona, Pa.

CASEWORKER. Congregate institution for 40 school-age children wants mature, experienced caseworker to develop program now carried by two child-placing agencies. Salary \$4000-\$5000. Write Ruth M. Bonsteel, Executive Director, Wiley House, 1650 Broadway, Bethlehem, Pa.

CASEWORKER, with 1 or 2 years' graduate social work training, for child-placement agency, staff of 10, developing family-children's service. Salary range \$4000-\$5000. Agency serves community of 100,000 near Pittsburgh area. Vital affiliation with Children's Aid Society of Pennsylvania. Write Mrs. Annabelle K. Gunnett, Executive Secretary, Blair County Children's Aid Society, 1212 14th Ave., Altoona, Pa.

CASEWORK SUPERVISOR, institution for delinquent boys. Requirements: Master's degree from accredited social work school and at least 3 years' experience in agency or institution serving children, 1 year's supervisory experience. Salary \$5520-\$6420. Windell W. Fewell, Superintendent, The Glen Mills Schools, Glen Mills, Pa.

CASEWORKER to help pioneer treatment program in nonsectarian institution serving moderately disturbed school-age children. Opportunity for advancement as program expands. Requirements: Master's degree social work plus experience. Salary open. Write Leonard Yaffe, Executive Director, Children's Home of Easton, 25th St. and Lehigh Dr., Easton, Pa.

CASEWORKERS, institution for delinquent boys; casework with boys 8-16 years of age. Requirements: Master's degree from accredited social work school. Salary \$4300-\$5200. Starting salary dependent on training and experience. Noon meal provided. Contact Windell W. Fewell, Superintendent, The Glen Mills Schools, Glen Mills, Pa.

CASEWORKERS for children's agency giving counseling to unwed mothers, foster care and adoption services. Excellent supervision, psychiatric consultation, student training program. MSW required. \$4300-\$5900. Starting salary based on experience. Dr. Elizabeth A. Lawder, Executive Director, Children's Aid Society of Pennsylvania, 311 S. Juniper St., Philadelphia 7, Pa.

CASEWORKERS in agency offering family casework, homemaker service, child placement, and adoption. Supervision adapted to experience, staff study groups, psychiatric consultation, a challenging research program. Requirements: MSW, experience in family or child welfare desirable. Salary range \$4200-\$6400. Appointment salary based on qualifications. Social Security and retirement. Write Mary Ellen Hoffman, Director of Casework, Family and Children's Service, 808 House Bldg., Pittsburgh 22, Pa.

SUPERINTENDENT, Gumbert School for Girls, Pittsburgh, Pennsylvania (Allegheny County). Correctional school for girls, 12-16 years of age. Present maximum number 68. Salary \$9000 with increments and maintenance. Requirements: bachelor's degree with major in social services, emphasis on sociology or psychology, experience in professional social work with problem or neglected children and in administration. Write Mr. John H. Morgart, 240 S. Winebiddle Ave., Pittsburgh 24, Pa.

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EXECUTIVE DIRECTOR to supervise reorganization of old, established Protestant Child Care Missionary Society. Supervise foster home placements, coordinate services and supervise all casework. Salary \$7000-\$7500. Requirements: Master's degree, Protestant affiliations, experience in casework and court adoption procedures. Write George S. Shinehouse, Commercial Trust Bldg., Market St., Philadelphia, Pa.

CASEWORKER with MSW and practical experience in children's field for developing new social case-work program in well-established children's home. Some supervisory work included. Salary \$4400 minimum plus complete maintenance if desired. Beautiful surroundings in country near Reading, Pa. Challenging and varied work with opportunities to develop new program. Psychiatric consultations available. Write the Rev. Garnet Adams, Superintendent, Bethany Home, Womelsdorf, Pa.

ADOPTION CASEWORKER in agency with growing adoption program. Excellent supervision. Requirements: Master's degree social work. Child placement experience preferable. Salary \$4000-\$5250 depending on experience. Mrs. Nelle Lane Gardner, Children's Friend and Service, 95 Fountain St., Providence, R. I.

CASEWORKER in district office of statewide child welfare agency. Responsible for generalized case load of children in placement, unmarried mothers and their children, foster and adoptive homefinding; appropriate public relations tasks in area served. Excellent supervision and psychiatric consultation. Requirements: full graduate training; experience desirable. \$4000-\$5000 depending on experience. F. R. King, Executive Secretary, Vermont Children's Aid Society, Box 247, Burlington, Vt.

NEW POSITIONS (5) in juvenile corrections program working as member of clinical team. Requires 2 years' graduate training with psychiatric field placement preferred. 1 year's casework experience in approved child guidance, mental hygiene clinic, or residential treatment center desirable. Salary \$4764-\$5652 depending on qualifications. Washington State Personnel Board, 212 General Administration Bldg., Olympia, Wash.

EXCELLENT OPPORTUNITIES in Washington State for child welfare caseworkers with 1 or 2 years' graduate training. Salaries start \$3840-\$4368. Openings for supervisors also available. Washington State Personnel Board, 212 General Administration Bldg., Olympia, Wash.

CASEWORKERS to serve as probation officers and work with dependent and delinquent children, doing diagnostic pre-court investigations, probationary supervision. Good casework supervision, psychiatric consultation, in-service training program, excellent working conditions (35-hour week, retirement and Social Security). Opportunity for community organization experience in growing community. Requirements: 2 years' graduate training in social work school. Salary \$4920-\$5880, appointing salary dependent on qualifications. Martin Falsberg, Assistant Director, King County Juvenile Court, 1211 E. Adler, Seattle 22, Wash.

CASEWORKER—male: Do you want the following? Live in West coast 1957 "all-American city," work for private treatment-oriented multiple-function agency with psychiatric consultation, available rather than mandatory supervision, good retirement plan and personnel policies, work under male administrator. Starting salary \$4200-\$4800 plus travel allowance and conference time. Requirements: 2 years' graduate training or 1 year plus experience. Write Robert Battig, Administrator, Children's Industrial Home, 702 Broadway, Tacoma 2, Wash.

SUPERVISOR, well qualified, experienced. Salary range \$5400-\$6600. Social work staff of 30. Expanding program (adoption, unmarried mother work and foster care); active staff development program; generous resources for psychiatric consultation; excellent personnel practices. Write: The Rev. Joseph P. Springob, Director, Catholic Social Welfare Bureau, 2018 N. Oakland Ave., Milwaukee 2, Wisc.

CASEWORKER—children's department of multiple-service agency. Case load includes children in placement and in treatment. Salary range \$4500-\$6000. Excellent supervision and psychiatric consultation. Apply: Rebecca B. Tenenbaum, Executive Director, Jewish Family and Children's Service, 2218 N. 3rd St., Milwaukee 12, Wisc.

SOCIAL WORKER, Master's degree, to work in child welfare agency. Experience unnecessary. Minimum beginning salary \$4800. Write Catholic Welfare Bureau, Diocese of Madison, 119 E. Washington Ave., Madison, Wisc.

CASEWORKER in district office of statewide child welfare agency to be responsible for generalized case load of children in placement, unmarried mothers and their children, home-finding including adoptive homes. Small case loads permit intensive work. Excellent psychiatric consultation. Requirements: Master's degree social work school; experience desirable. Good opportunity for person interested in some community organization. Must be able to drive car. Salary \$4200-\$5100. Appointment salary dependent on experience. Miss Margaret Winchell, Executive Director, Children's Service Society, 610 N. Jackson St., Milwaukee 2, Wisc.

FEMALE CASEWORKER, Master's degree, to carry small case load in private, nonsectarian children's agency. Progressive personnel practices; good supervision; psychiatric consultation; excellent working conditions. Salary open. State needs. Partial maintenance and generous car allowance. Write Executive Director, Taylor Children's Home, 3211 Taylor Ave., Racine, Wisc.

Catholic Children's Aid Society requires Caseworkers and Supervisors

Rapidly expanding metropolitan agency with staff of 80 social workers has vacancies for social work graduates for adoption, homefinding and protection departments, 2 positions for experienced supervisors. Sound personnel practices, excellent community relationships and opportunities for advancement. Salaries recently revised, commensurate with qualifications. Please apply:

Personnel Officer
67 Bond St.
Toronto 2, Ont., Canada

GENERAL LIBRARY
University of Michigan
Ann Arbor, Mich.

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Social workers, board members and students!

THE 1958 MARY E. BORETZ AWARD

invites your participation

The MARY E. BORETZ AWARD, created by friends of Miss Boretz as a tribute to her leadership in the field, awards two prizes of \$250 and \$150 each year for manuscripts which make the most significant contribution to the field of child welfare.

- Only original unpublished manuscripts are accepted.
- Manuscripts should deal with *organization, administration, supervision or practice* in the field of child welfare, and be based on the writer's own current *research, studies or professional practice*.
- Material should stimulate new thinking, give new perspective, or suggest a new approach.
- Manuscripts should be appropriately documented.
- Manuscripts may be from 4,000 to 6,000 words at most. Five copies should be submitted.

The Award is administered by the League, and all decisions of the Committee are final.

While book rights are retained by the contributor, the League reserves the right to publish selected manuscripts.

The 1958 Awards will be announced at the League's Annual Dinner Meeting, National Conference of Social Work, Chicago, Illinois, May, 1958.

***Manuscripts must reach the League office
by February 10, 1958***

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